REPORT RESUMES

ED 011 620 AC 000 085

RETRAINING OLDER ADULTS FOR EMPLOYMENT IN COMMUNITY SERVICE. FINAL PROGRESS REPORT.

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PUB DATE 17 JAN 66

EDRS PRICE MF-$0.27 HC-$5.68 142P.

DESCRIPTORS- *COMMUNITY SERVICES, *LEADERSHIP TRAINING, *OLDER ADULTS, *SOCIAL SERVICES, *PROGRAM EVALUATION, PARTICIPANT CHARACTERISTICS, MOTIVATION, EMPLOYMENT POTENTIAL, RETIREMENT, PROGRAM DESCRIPTIONS, NASHVILLE

THIS PROJECT SOUGHT TO DEMONSTRATE THE CAPABILITY OF OLDER ADULTS TO BEGIN NEW CAREERS AS LEADERS IN COMMUNITY SERVICES. PROJECT STAFF OFFERED FIVE 3-MONTH TRAINING INSTITUTES IN COMMUNITY SERVICE IN NASHVILLE, TENNESSEE, DURING 1963-65 WITH THE HELP OF CONSULTANTS AND REPRESENTATIVES OF PUBLIC AND PRIVATE AGENCIES AND SEVERAL AREA UNIVERSITIES. THE CURRICULUM INCLUDED ORIENTATION TO THE PROGRAM AND SERVICES OF SENIOR CITIZENS, INCORPORATED, AND CLASSWORK COVERING (1) PSYCHOLOGY OF GROUP AND INDIVIDUAL BEHAVIOR, (2) STRUCTURE OF COMMUNITY AGENCIES AND METHODS OF ORGANIZING SOURCES, (3) UNDERSTANDING OF RECREATION, INTERVIEWING, AND PUBLIC INFORMATION AND (4) INCLUDED SUPERVISED FIELD PRACTICE UNDER A PROJECT STAFF MEMBER OR AN AGENCY SUPERVISOR. CERTAIN BIOGRAPHICAL DATA AND PERSONALITY TRAITS WERE IDENTIFIED AS RELIABLE PREDICTORS OF SATISFACTORY PERFORMANCE IN COMMUNITY SERVICE. THE PROJECT ALSO CONFIRMED THE EXISTENCE OF GREAT LATENT INTEREST AMONG OLDER ADULTS IN ENTERING COMMUNITY SERVICE, AND STIMULATED SEVERAL SENIOR CENTERS, MENTAL HOSPITALS, INSTITUTIONS, CLUBS FOR OLDER PEOPLE, AND SCHOOL DEPARTMENTS TO CONSIDER OLDER ADULTS AS POTENTIAL PERSONNEL. THE DOCUMENT INCLUDED FOUR ILLUSTRATIONS, SIX REFERENCES, SAMPLE CASE HISTORIES, AND AN EVALUATION SCALE. (LY)

ED011620

RETRAINING OLDER ADULTS FOR EMPLOYMENT IN COMMUNITY SERVICE

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SEBASTIAN TINE

Senior Citizens, Inc.
Nashville, Tennessee
January 17, 1966

AC 000 085

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RETRAINING OLDER ADULTS FOR EMPLOYMENT IN COMMUNITY SERVICE

A FINAL PROGRESS REPORT

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MENTAL HEALTH PROJECT GRANT MH 01122-01, 02, 03

SEPTEMBER 1, 1962--AUGUST 31, 1965

Senior Citizens, Inc.
Nashville, Tennessee
January 17, 1966

PREFACE

The following report is a summary of a three-year project designed to demonstrate the extent to which older adults can begin new careers as leaders in community services.

The basic instrument developed to carry out the aims of the proposal was called "The Training Institute in Community Service," a three months' course of study which would be offered twice a year in Nashville by the project's staff with the assistance of consultants and representatives of public and private agencies and several universities which are located in this area. This course was successful in preparing a large proportion of the participants for employment, in both paid and volunteer community services, ranging from work with the aging, children and young people, to programs for patients in mental hospitals.

Research carried on as an integral part of the project identified certain biographical data and personality characteristics that were found to be good predictors of successful performance in the field of community services. The project further demonstrated the fact that there is much latent interest among older adults in beginning new careers in community services. As by-products, the project stimulated several senior centers, mental hospitals, institutions, clubs for older people, and school departments to consider older adults as potential personnel for such community service roles.

The following publications are a result of the three-year program of training and research:

Thune, Jeanne M.: Personality characteristics of successful older leaders. Submitted to The Journal of Gerontology for publication in 1966.

Thune, Jeanne M.: Retraining Senior Citizens for new careers in community service. Mind over Matter, A publication of the Tennessee State Department of Mental Health. 9:16-19, 1964.

Thune, Jeanne M., S. Tine, and F. Estelle Booth: Retraining older adults for employment in community services. The Gerontologist, 4:5-9, 1964.

ACKNOWLEDGMENTS

The Training Institute was a collaborative endeavor from its inception, and, to our knowledge, the first such venture of its kind.

Among those individuals who saw the need for such a training program were Ray Balester, Ph.D., Rudolph Kampmeier, M.D., and Thomas Frist, M.D. Mr. George Landsman assisted in formulating the general plan, and Robert Sivley, Ph.D. helped to translate the idea into a workable proposal. Dr. J. J. Baker, then Commissioner of the Department of Mental Health for the State of Tennessee, agreed to act as co-director and made his department a co-sponsor.

Much of the early thinking about and planning for a training program for older adults was begun by Miss Estelle Booth, the caseworker for Senior Citizens, Inc. The training curriculum of the Institute reflected the ability to translate her ideas and experience into a workable program of instruction.

Mrs. Matilda Tine used her talents and energy to develop and enlarge the scope of the program. Mrs. Helen Barry gathered data and Mrs. Nancy Cherry was an able research assistant. Mrs. Dorothy Luker and Mrs. Verda Mitcham, Senior Citizens' office manager and bookkeeper, respectively, kept the project running smoothly. Mrs.

Katherine Davidson gave freely of her time and talent as secretary to the Institute.

We are particularly grateful to the sixty-eight older men and women who were our trainees. Without their help, we could never have carried out a program such as ours. These men and women willingly gave many hours of extra work, and through their willingness to share their private lives and feelings, enabled us to gather the information contained in this report. Even after the completion of the course, these graduates still co-operated in filling out long and personal questionnaires which aided in the final evaluations of the success of the training program.

There have been many others who helped, both directly and indirectly during the three years spent in the demonstration project. We are grateful to the staffs of the several community agencies in Nashville and other cities who sent us trainees and who now employ them and to the many other people and agencies who helped publicize and, in one way or another, to implement the project. We also would like to express our appreciation to both Mrs. Katherine Davidson and to Mrs. Jacquelyn McCullough for uncomplainingly typing and retyping the final report of this Training Institute and to Miss Sylvia Robinson for helping with the final scoring and rating of data.

Finally, we acknowledge, with appreciation, the Community

Research and Services Branch of the National Institute of Mental Health who funded the program in order that we might demonstrate our belief in the ability of men and women to begin new careers in the later years of life, a belief which has been confirmed by the new and significant community service roles which the graduates of the Institute are now occupying.

Jeanne M. Thune

Sebastian Tine

CONTENTS

PREFACE........ ii

ACKNOWLEDGMENTS........ iv

PART I. INTRODUCTION

1. THE FRAMEWORK........ 2
Sebastian Tine

PART II. THE TRAINING INSTITUTE

2. BUILDING THE INSTITUTE........ 8
Sebastian Tine

3. CONSOLIDATION AND CHANGES........ 18
Sebastian Tine

4. PARTICIPANTS IN THE INSTITUTE........ 27
Jeanne M. Thune

PART III. EVALUATION

5. WHAT IS SUCCESS?........ 46
Jeanne M. Thune

6. LEVELS OF SUCCESS........ 59
Jeanne M. Thune

7. PERSONALITY CHARACTERISTICS OF SUCCESSFUL OLDER LEADERS........ 73
Jeanne M. Thune

PART IV. CONCLUSION

8. CONCLUSIONS AND IMPLICATIONS OF THE DEMONSTRATION PROJECT.................................. 91
Jeanne M. Thune and Sebastian Tine

REFERENCES.. 98

APPENDICES

A. CASE STUDIES.. 101

B. LEVEL OF SUCCESS SCALE................................ 111

C. EVALUATION QUESTIONNAIRES............................. 114

D. EVALUATION SCALES..................................... 127

PART I

INTRODUCTION

CHAPTER 1

THE FRAMEWORK

The Training Institute for Community Service[1] had as its goals: (1) to develop a curriculum--including class work, field work, individual supervision, and other educational experiences geared to the ability and pace of older people--which would emphasize an understanding of individuals, social processes, skills in group and program organization; (2) to recruit, on a selective basis, about fifteen participants for each session of the Training Institute. These participants were to be drawn from the ranks of men and women, sixty years of age and over, who are in a state of retirement or semi-retirement and demonstrated some interest and potential for leadership in community service activity; (3) to include--as part of the demonstration project--a program of investigation and evaluation which would assist in the development of procedures necessary for the selection and evaluation of participants in such a curriculum and which also could describe changes taking place within individual participants as a result of the training experience.

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[1] This is a Final Progress Report on Mental Health Project Grant No. 1-R11 MH 1122-1 awarded to Senior Citizens, Inc., and the Tennessee State Department of Mental Health for a three year period, beginning September 1, 1962. Under this grant, the sponsoring organizations propose to establish "a demonstration project designed to retrain retired men and women in paid employment in community service for the aging as professional aides."

Course Schedule

The Training Institute conducted a total of five three-month training sessions during the grant period. Originally, the project staff had planned to hold six sessions, two a year for each of the three years in the grant period; but, due to a delay in funding, the project got underway late, and, consequently, only five sessions could be fitted into the allotted time. The Training Institute conducted the following sessions:

1) March 1, 1963, to May 29, 1963, with twelve participants.
2) September 3, 1963, to November 26, 1963, with thirteen participants.
3) March 2, 1964, to May 29, 1964, with sixteen participants.
4) September 14, 1964, to December 4, 1964, with fifteen participants.
5) March 15, 1965, to June 4, 1965, with twelve participants.

A total of seventy-one candidates was admitted to the five training sessions; sixty-eight of these successfully completed the three months course of study and were awarded certificates; the other three candidates withdrew early in their respective training courses--two because of health conditions and one on the advice of her family.

The Staff

The grant provided funds for a permanent staff to create and conduct the training program. The staff included a Project Director with overall responsibility for its operation; a Director of Training to direct recruiting, teaching, and counseling in the training program; a Director of Research to integrate procedures for screening and selecting candidates, to develop and utilize tests to measure individual participation and to design an overall evaluation of the project; and an office secretary to assist the permanent staff in the keeping of records and correspondence. Consultants from many disciplines, including social work, psychology, education, recreation, medicine, occupational therapy, and sociology, were used for special services.

The project was directed by the Executive Director of Senior Citizens, Inc., who divided his time between these two programs. The Director of Training was a highly skilled professional social worker who had developed the Department of Individual Services in the Senior Citizens' Center of Nashville. The Director of Research was a psychologist with special training in clinical and research methods. These three staff members blended the special knowledge and contributions of social group work, administration, social casework, and clinical and social psychology. While each staff member had certain definite and prescribed administrative responsibilities, all three engaged actively in recruitment, screening, classroom teaching, and supervision of field practice projects.

The Setting

The Institute was housed in a building which served as the administrative headquarters and program facility for Senior Citizens, Inc. Other offices were provided for the Institute staff thereby giving it considerable autonomy from Senior Citizens, the parent organization. However, administrative procedures, such as ordering, purchasing, financial disbursements, public relations, and personnel, were carried on through the regular Senior Citizens, Inc., channels. Most of the classroom work and the various gatherings of participants in the Institute were carried on in this same building. A few classes and most of the orientation done by the Institute participants were held at a second Senior Citizens, Inc., building nearby where its main center program is conducted. Both of these buildings are within walking distance of each other and are located in a commercial and university section of the city in Nashville. Housing for out-of-town Institute participants was easily located in apartments and in the private homes that are available to university students who attend Vanderbilt University, Peabody College for Teachers, and Scarritt College.

The Training Institute

It may be helpful at the outset to describe the curriculum of the Training Institute in Community Service.

1. A curriculum that continued for twelve consecutive weeks, during which participants were required to spend from three to four days in study or field work for the duration of the training session.
2. The curriculum included:
    a. A period of orientation to the program and services of Senior Citizens, Inc.
    b. Class work covering (1) psychological information on group and individual behavior, (2) the structure of community agencies and methods of organizing sources, (3) understanding skill in the areas of recreation, interviewing, and public information.
    c. Field practice. Each participant was required to spend a sizeable block of time in a practice project under the supervision of project staff member or an agency supervisor.

As the Institute progressed, significant changes were made in each session in specific content areas, but the above mentioned elements may be thought of as characterizing the Institute as a whole.

PART II

THE TRAINING INSTITUTE

CHAPTER 2

BUILDING THE INSTITUTE

In this portion of the report, we would like to describe some of the processes which produced the basic characteristics of the Training Institute and were responsible for delineating the content and substance of its first session.

The thesis on which this project rested was that older people, if given appropriate training experience, could carry on responsible staff functions in community service programs. The project staff was acutely aware that the particular training course that it developed would, to a large extent, prove or disprove this thesis. This awareness weighed heavily on the staff throughout the project, and it is our hope that it did not affect the Institute adversely.

On the other side of the coin, it must be acknowledged that the staff had developed considerable conviction about the feasibility of this thesis. The idea for the project had developed as a result of the experience of several project staff members who had worked with selected members of the Senior Citizens Center and had helped them to develop into rather successful branch directors. But, we all realize that there is a great deal of difference in working with two or three individuals, whom you have known for some time and have identified as potential leaders, and setting up a full fledged training program for a larger number of individuals whose capacities and potential may be less well known to you.

Long before the first session of the Training Institute was held, the staff had to make an important decision with respect to the duration of the training course. In formulating the project, we had generally held the notion that a six months training course would be necessary to produce the kind of worker that we had in mind. As we moved toward the development of the project, we had a chance to test our ideas against reality. We began to mention the forthcoming training program to indigenous leaders in our own Center membership and those in groups outside of Nashville. The response that we got to the general idea of a training program with employment possibilities was quite positive. However, when we pressed for opinions as to how much time an older person might give to such a program, we came to recognize the rather drastic changes that the older people would have to make in their daily lives in order to be free for such a training course. Reasoning that the time factor would be a more critical determinant to the out-of-town prospect, we asked the direct question, "Would it be possible for you to leave your home and come to Nashville for this training course, and, if so, how long could you stay?" The answer that we got to this question was, "No more than three months." Accepting this estimate of time during which an older person would be willing to separate himself from his spouse and living routines, we decided to fit our projected training program into a twelve-week format.

While the question of the duration of the Training Institute had been largely a matter of getting the opinions of prospective participants, the selection of the various learning experiences, both theoretical and practical, for the first session, had of necessity to be determined by the project's staff. We immediately fell back on our own experience of working with indigenous leaders among the center membership. Our chief starting point was the fact that the few members that we had worked with had been able, under our supervision, to successfully organize and give ongoing direction to a decentralized branch program. In approaching the matter of formulating a formal curriculum, we tended to accept the branch directors function as the role model as the goal of the Training Institute. We were aware that there might be other roles in community services agencies that older people could perform; but, since we had not had any experience and, indeed, since it was one of the aims of the project to try to discover such new roles, we decided, as a starting point, to accept a branch director role as the objective of the training program. This was a tentative decision and there was an understanding among the staff members that during the duration of the project, we would experiment with other roles.

As we have mentioned above, the project staff approached the formulation of the first training course with the assumption that we would be training older people to work with older people--particularly in organizing and conducting group oriented programs. Accordingly, we set about to organize specific areas of learning which we felt would help the participants to be successful in such role performance. It was the staff's conviction that the course of study should include practice as well as theory, but we were not sure how much of each would give the best results.

In our first training session of March, 1963, we devoted the first two weeks to a program of orientation to the services of Senior Citizens, Inc. This included visits to the main Center and presentations by the Center's professional staff explaining the group counseling and health services. In addition, the participants visited several representative branches of Senior Citizens and observed the program. Following this two weeks orientation, a concurrent class and field practice experience began. Each participant was required to spend two days a week on some practical project and another two days a week in class work. The fifth day was left free for the student to use for study, written assignments, and relaxation.

Classwork

Four classroom courses were developed, namely:

(1) Patterns of Living. A theoretical and practical approach to problems of personal adjustment divided into three major parts. One considers the basic nature of man and the development of human potentialities through maturation and learning in a socio-cultural environment. A second is concerned with the dynamics of individual and group behavior--motivation, stress, and group individual interaction. The third applies the principles of personality dynamics to ways of increasing personal effectiveness.

(2) Community Resources. Dealing with the basic structure of the community, rural as well as urban, and describing various health, welfare, education, recreation, religious, and civic organizations which conduct programs for older adults.

(3) Methods in Program Development. Focusing on knowledge and skill relative to working with community leaders and groups, program organization and development. This course also emphasized understanding processing various types of groupings such as councils, committees, and program activity groups and the development of skill

in giving purposeful and responsible leadership to such groups.

(4) Practice Seminar. Designed to bring all Institute participants together for group education, discussion, and sharing or experience in field practice. It was hoped that the seminar would be the means of relating course theory to actual field problems. Each of these courses met two hours per week so that participants took two classes on each of the class days and were in classroom work four hours.

Field Practice

The development of an appropriate field practice program required a little more work than the setting up of the class curriculum. There were several reasons for this: (1) We were not yet sure of what job roles our participants could perform in the established health and welfare agencies; (2) Since we were not sure how participants would respond in a study and training program, we wanted to handle all the field supervision ourselves and, thereby, be in a position to study the effectiveness of this form of training. Both of these considerations, therefore, suggested that we use the program of Senior Citizens, Inc., as field placement as much as possible, and use the project staff to do the bulk of field supervision.

Assignments for such practice were made accordingly. Two participants were assigned to work in the adult education program of the Center under the supervision of the program director. Two more participants were assigned to work in the special groups of the Senior Citizens Center under the supervision of the staff group worker. One participant with a background in social casework was assigned to develop a special employment directory under the supervision of the Center's case worker. Three of the participants were already employed by Senior Citizens, Inc., as branch directors and so we decided to accept this experience as field practice with the provision that they would accept further supervision from the project staff. The two other participants each undertook to carry on a study and organization process which hopefully might lead to the establishment of other branch programs. Another trainee who had recently been employed to head up a social and recreational program in a residence for the elderly was given supervision on her project.

It is clear that the first training session of the Institute was largely influenced by the staff's experience in the development of group and social services for older persons and had as its underlying role objectives the development of a worker that understood the process of helping individuals or groups in communities to organize such services.

The Selection Process

In setting up a training program in which older adults are taught to function as community service workers, one of the basic problems was that of selecting the participants. Should there be any selection criteria, and, if so, what qualifications should be met for admission? We decided that some minimum requirements would have to be made. The following were agreed upon:

1. A minimum age of 60, revised to age 50 during the course of the project.
2. A high school diploma or its equivalent. This in itself was quite a limiting factor in a generational group whose average education level is about the eighth grade.
3. A letter from the candidates' physician stating that the applicant was in good health and able to withstand the rigors of the training period and the subsequent job.

The actual selection process was set up to proceed in three stages: an initial interview, a structured interview and formal application, and the final selection, done by a panel.

The Initial Interview: Before making a formal application, the older adult interested in participating in the Training Institute for Community Service was invited to have an interview with a training staff member. During this initial interview, the older adult learned about the purpose of the program and determined if he met the objective criteria for selection. As he learned more about this particular project and about his suitability for the role of community service worker, both he and the staff member made a decision as to whether he should apply for admission to this particular program. If, after an orientation interview, the training staff member and the older adult agreed that the Training Institute would be a desirable undertaking for the older adult, he was encouraged to complete his formal application. If the older adult did not meet the objective criteria, or if he was not interested in the particular kind of work, he was discouraged from continuing in his application. If the training staff member seriously questioned whether the older adult would be able to function well in the rigorous course of training and taxing job, he was discouraged from continuing with his application. However, if he met the objective criteria, and persisted in his formal application, he was allowed to do so.

Structured Interview and Formal Application: The second or structured interview was held at a separate and later time than the orientation interview. This time interval gave the applicant an opportunity to decide whether he wanted to involve himself in the training and work. It also provided the opportunity for a second and different staff member to interview the applicant, helping to prevent personal bias from entering into the selection process. During the second interview, the applicant was asked for personal biographical information, work history, and educational background.

He was asked, as a part of his formal application, to fill out a Personal Opinion questionnaire and to write a statement as to why he desired to become a participant in the Training Institute. At the close of the interview, he was given a health form to be filled out by his physician and returned before his application was complete.

Final Screening: The final screening and selection was done by a panel composed of the director and training staff of the project and one or two consultants (either a social worker or a psychologist). This panel reviewed all information contained in the questionnaire, the forms, and on the structured interview, and determined, as a group, whether the applicant should be accepted as a participant.

CHAPTER 3

CONSOLIDATION AND CHANGES

From its beginning, the Training Institute for Community Services and the entire demonstration project reported here was planned as a growing, changing organization. The staff recognized early that its preconceived notions about how to select and train older people for the tasks visualized did not have solid research or experiential evidence to support them. Neither in the fields of education, psychology, or the related disciplines, could adequate data be found that would guide the investigators. It was decided, therefore, to begin as stated in Chapter 2 but to recognize that when new insights were obtained that changes should be made so as to take advantage of them. In this way, it was hoped, the experience of establishing and operating the Institute would fill some of the gaps in knowledge and enable the investigators to make some definitive statements at the conclusion of the project.

In this chapter we chronicle some of the changes that were made and attempt to show the reader the basis for each alteration. These changes may be seen to have taken place in all phases of the project, including the course work, teaching methods, selection process, and practicum training. It was not until the completion of the third session that the project staff felt that it had arrived at the best and most workable training program.

Course Changes

Let us consider, first, the changes that took place in the orientation and class segment of the training program. During the full two weeks of orientation, we learned of several difficulties. First, the orientation activity required a great deal of physical exertion on the part of the participants because the constant movement from one activity to another kept them on the go and was physically tiring. Also, there was much duplication of the material which was presented by the Senior Citizens' staff members. In evaluating this part of the training program, it was felt that the orientation to Senior Citizens was valuable in that it brought the participants in contact with a new type of project, but it was felt that the orientation could be cut to one week without losing any of its value.

The class in Community Resources produced some of the same results as the orientation. This course was designed to familiarize the participants with the structure of the community and involved taking the participants on a number of field trips to various health and welfare agencies. At the conclusion of the first Institute session, the staff thought that this course required too much physical exertion. Also, the content of the course proved to have "enrichment value" to the participant, but did not provide any operating tools for their field work practice. Therefore, this course was eliminated in later sessions, and a methods course dealing with the skills and techniques in community organization was substituted.

Also, by the end of the third session of the Institute, many participants had requested a course in recreational skills, so, the staff set up such a course under the leadership of a registered occupational therapist. This course included training in several handicraft skills along with an orientation to leadership of social activities and games.

Another content change that took place was a broadening of the Patterns of Living course, originally designed to deal with the behavior and personality of the older individual. As the Institute progressed, we found it necessary to broaden this course to include the process of personality formation in younger years. By the third session, the title of the course had been changed to "Psychological Information" and had become a personality development course designed to help the participants gain some insight into behavior and personality manifestations.

Several other changes were made with respect to the sequential aspects of class work and field practice. After the first training session, our participants reported that they wished that they had had the benefit of some classwork prior to beginning their field practice. Therefore, the staff, in planning for the second session, allocated the first week to orientation and a subsequent three weeks to classes. Field work began on the fifth week and continued through the remainder of the training session.

Changes in Teaching Methods

The methodology of teaching also underwent some changes as time went on. In our initial institute, we had planned for courses that would enrich the participants' experience by exposing them to a large number of teachers. Most of the courses, with the exception of Patterns of Living, involved a great many outside lectures. This proved interesting, at the moment, to the participants but seemed to leave little residual learning for them. In subsequent sessions, the staff assumed more responsibility for direct teaching in the classroom. As time went on, we found that we could not rely too heavily on the older adult to study outside of class. We also suspected that we had taught our older adults just the way we taught college students. We observed that new and complex material was difficult for them to master. We modified our methods of teaching for the second session accordingly, selecting a few concepts which would have to be conveyed largely through simple graphic illustrations or personal experiences to the participants.

We also found that we could not depend entirely on a free flowing discussion process in the classroom since some individuals would stray far from the subject. Therefore, in classroom situations, it was found that the best teaching method was one in which the classroom instructor assumed basic responsibility for getting over one or two basic concepts and relating to the experiences, current or past, of the classroom participants. In this way, the classroom discussion became animated and to the point.

Changes in Practicum

As the Institute progressed, field practice became the sustaining dynamic force of the Institute. A number of factors seemed to contribute to this. First of all, although the Training Institute had begun with its focus entirely on services to the aging, members of the staff were skillful in discerning and encouraging interest in younger people and other settings. This kind of movement on the part of the trainees had not been anticipated.

In the second Institute, one of the participants expressed an interest in working on the problem of high school drop-outs and she was encouraged by her project supervisor to think of a field practice project in this area. Together they worked out a project in which the Institute participant would organize a tutoring service for high school students in need of extra help. The success of this one youth oriented project served to open the way for other youth or child oriented projects. In the third Institute, one project supervisor organized a program for second and third graders in neighborhood schools in which several of our Institute participants would help them in their reading problems. Then, in our fourth and fifth Institute, the participants were offered opportunities to work with younger disadvantaged children in programs of cultural enrichment.

Another direction which our field practice took was in the development of social activity and group programs for patients in mental hospitals and homes for the aged. We were more successful in starting such programs in mental hospitals and, indeed, some of them are in operation at the present time. In addition to the above mentioned field work developments, individual participants were encouraged to take on special projects and several were developed that involved the Junior program of the American Red Cross.

While expanding in other areas, the field work program still concentrated on older people and the organization of social and group programs for these older adults. Throughout the various sessions of the Institute, most of the participants enrolled were sent by agencies for the express purpose of learning how to do this in preparation for possible employment or volunteer work in their home communities. Therefore, the bulk of field work activity did center around projects which had as their aim the studying of the need for social and group activities and the carrying out of a community action to establish such programs.

We found that the participants enjoyed working on field practice projects in groups. Helping in a project dealing with either the aged or with younger age groups, teams of Institute participants developed a great deal of solidarity in carrying out these projects in and through the group. From the standpoint of the project staff, group projects enabled the staff to give supervision to a larger number of participants. In the later sessions of the Training Institute, an attempt was made to use supervisors outside the project's staff and not connected with the Senior Citizen's program. On the whole, this worked out fairly well, although it was necessary for the project staff members to be quite active in the particular agency project, as the participant's primary identification seemed to be with the project staff.

We were not sure, as the project got underway, just what personal qualities or experiences best qualified an older adult to function successfully as a community service worker. We were fortunate, however, in that the nature of our project permitted us to set up certain hypothesis, test them, and revise or modify our selection criteria on the basis of new evidence. For the first training session, we selected those qualified applicants whom we thought "most likely to succeed." Our decision was largely influenced by the applicant's past history of success. If he had been a 'successful' teacher, leader, social worker, in the past, we hypothesized he would continue to perform at a high level of competency in a related field.

When the three-month training session was completed, we had a three-month period in which to evaluate the performance of the graduates. We found that our hypothesis (successful performance in the past predicts successful performance in the future) was only partially correct. It appeared that personality characteristics operating at the present made a great deal of difference in present performance. Because an adult applied for training did not insure that he was motivated to put forth the effort necessary for successful completion of the training or the sustained effort necessary for continuing work in a new career. Further, even if the older adult appeared to be strongly motivated to succeed, that is, worked long and hard hours, he may have achieved only limited success in this particular job. Community service involves dealing with people on an intimate basis, and not all of our participants were comfortable in this role.

We asked ourselves what were the personal qualities that interacted with past experience to bring about "successful performance?"

As a part of the research carried on in connection with the project, we had administered a battery of psychological tests and measures to the participants of the past training session. We analyzed these test scores and ratings to determine whether there were characteristic responses on the psychological tests which were predictive of future success. Five factors emerged, which, when rotated, appeared to approximate simple structure. From study of these factors, we obtained some evidence that success was related to perseverance to high verbal ability and to a measure of ego strength.

With this tentative evidence, we chose our second group of participants deliberately with the idea of further testing these results. We wanted additional evidence that personality characteristics were modifying effective performance to the extent that it appeared with our first group of participants.

As the Training Institute progressed from one session to another, we tested additional hypotheses. By lowering the age requirement, we gained some information about the effects of age on performance. We also learned that it is more meaningful to relate performance to age-related variables than to attempt to explain performance in terms of "age" per se.

After analyzing data from the total group participating in the first three sessions, we had a much clearer picture of the personality characteristics that appear to be related to successful performance in community services. A discussion of these findings is the basis for Chapter 7.

A word or two should be said about some of the over all responses of the participants to their training. It should be borne in mind that for many of the participants this was a new experience entirely. For many of them, formal education was something in the dim past. The first Institute produced a great deal of anxiety in all the participants and was attended by many instances of physical illness, even hospitalization. At the end of the first training session, the staff counselor reported that ten out of the twelve participants had had some physical illness during the training period. In the early sessions, particularly the second session, many of the participants verbalized their reluctance to give up some of their daily habits and pleasures. In later sessions, many of these difficulties abated considerably. In the last two sessions, particularly, there was little anxiety, little or no illness, more group feeling and enthusiasm among the participants as a group. We are not sure what brought about these changes. Whether they were due to a better selection of participants or whether the changes in the total training program and the development of confidence on the part of the staff were responsible, we cannot say for sure; but it is true that as the training program became a smoothly running operation, the participants reflected this in their work and attitudes.

CHAPTER 4

PARTICIPANTS IN THE INSTITUTE

The sixty-eight retired men and women who participated in the five training sessions of the Institute were carefully selected for this experience on the basis of both objective criteria and personal evaluation by staff members. The use of objective criteria, i.e., age, education, and health, as an initial screening technique insured some homogeneity among all participants. The fact that for each session there were more applicants who met the minimum requirements than we could accept for any particular session, enabled us to choose our participants who differed widely on a number of additional variables, e.g., vocation, education, personal and physical characteristics, and geographic location.

General Characteristics of the Total Group

The members of these five groups comprised the total number of older men and women who participated in the Training Institute. A comparison of the five groups on the general dimensions of age, education, race, and sex are presented in Table 1.

Age

Of the total group of sixty-eight participants, the oldest member was 77 and the youngest was 50. This wide age range was characteristic

TABLE 1

GENERAL CHARACTERISTICS OF THE FIVE GROUPS

Session	N	Age		Education		Race		Sex	
		Range	Mean	Range	Mean	Caucasian	Negro	Male	Female
Group 1	12	63-77	69	H.S.-M.A.	3 years College	11	1	3	9
Group 2	13	61-77	66	H.S.Equiv. M.A.	2 years College	12	1	2	11
Group 3	16	50-77	63½	H.S. 4 yr. grad.	2 years College	15	1	5	11
Group 4	15	51-77	66	H.S.-M.A.	2½ years College	13	2	1	14
Group 5	12	54-73	65	H.S. Equiv.- M.A.	2 years College	9	3	1	11
TOTAL GROUP	68	50-77	66	H.S.-Equiv. 4 yrs. Grad.	2½ years College	60	8	12	56

of the last three groups and is obvious to a somewhat less degree in the first two groups. In four out of five of the groups, there was a 77 year old member. The twenty-five year age difference within groups did not of itself present a problem; often the most vigorous member was in his seventies. There were, however, other variables connected with age that in some instances were related to successful performance (See Chapter 7).

Education

While there was also a wide difference in educational background within each group, the average amount of formal education for the total group was very high, 2½ years of college. When we consider that an eighth grade education was average for this generational group, we are reminded of the high standards we imposed. However, the amount of education, taken as a variable in itself, did not differentiate between the successful and the less successful older leader. A more discriminating variable was the type job the person held before retirement. Education was important largely as it related to preparation for a leadership role in a job that dealt directly with people.

Race

There were eight Negro and 60 white older adults selected as participants of the Training Institute, one or more participating in each training of the sessions. There were very few Negroes who applied as participants for the first sessions, but applications increased as the project progressed. The fact that most of these older men and women were from the south, with its learned patterns of social behavior, did not present an insurmountable problem. Most of the members learned rather quickly to evaluate each other on dimensions other than skin color. It may have been fortunate, however, that the ratio of white to Negro was lower during the first than for later sessions.

Sex

Women outnumbered men about five to one in the total group participating in the Institute. There were, however, wide differences between groups on this variable. In Group 3, there were half as many men as women, while in Groups 4 and 5 there was only one man in each. It is difficult to determine the effect that being in the minority had on the men. As far as we could tell, they enjoyed their unique position. They were certainly deferred to and encouraged by the women members.

Group Size

The five groups differed as to size, ranging from 12 to 16. The differences in just how many members were in the group may have contributed to the feeling of group cohesion as the two smallest groups, 1 and 5 were the most closely knit. Group 3, the largest group of sixteen members, was not a particularly close knit unit, although, there was more personal discussion and support for individual members within this particular group than was found in any other of the five groups. We would suspect that factors other than size effected group cohesion, but size, per se, would make a difference in amount of individual attention each member would receive from both instructors and peers.

Group Differences

While there were similarities among the five groups participating in the Institute, there were also unique and identifiable differences. Some group characteristics emerged as a result of the personalities of the members and their interaction with each other in this unique situation. There were also individual characteristics that came to light, or were modified, as the person participated in a new experience. These two kinds of differences, between-group differences and within-group differences, will be presented in the following section.

Group 1

Group composition.--Thirty-one retired men and women were actively interested in participating in the first session of the Institute. From the applicants, only fourteen were selected as trainees. By the end of the first week of rigorous orientation, one man and one woman had withdrawn from the project, leaving twelve members, three men and nine women. Of these twelve, there was one Negro woman.

Geographic location of members.--It is not surprising that all but one of the members were from Nashville, and that most of these were also members of Senior Citizens, Inc. The undertaking was new, and few people knew there was such a program. What little publicity there was reached only a few possible participants outside of the Senior Center. The one member from out of town was sent by the Center director at Miami, Florida.

Education.--Half of this first group were college graduates, and all had more than a high school education. Many had completed college work beyond a baccalaureate and one member had continued beyond a Master of Arts level. Group 1 had the highest average educational level of any of the five groups participating in the project.

Vocational background.--The members' vocational background varied, but most members had held jobs that provided a service to people: social workers, Red Cross professional workers, teachers, and church workers. The members of Group 1 were serious, hard-working adults who had contributed service and work to their community during their earlier years. They were accustomed to the service role and wanted to continue it, both for the status and for the economic advantages.

Age.--While many of the members of the first group were in their seventh decade, they were still extremely vigorous and active people. The oldest member of the group was 77, the youngest 63, while the average age was 69. This means that Group 1 had the highest average age of any of the five groups participating in the project.

Individual differences.--On first acquaintance, all twelve of the members of Group 1 appeared alike; well-educated, a background of leadership experience, and apparently strongly oriented to continue achieving. The differences between members of this group were largely the not-so-obvious personality characteristics that are not readily observable without special tests and measures. A discussion of these individual personality characteristics, as they relate to leadership in later years, is found in Chapter 7.

Case Studies 1 and 2 in Appendix A are of two members of Group 1. Both of these participants had the qualities that we believed should predict success and both had articulated clearly and eloquently why they wanted to participate in the Institute. Case 1-a describes a senior adult who became a successful leader; case 1-b is the write-up of a graduate who never utilized his training in any discernible way.

Group 2

Group composition.--The second session began with a small group of eleven women and two men. All thirteen members completed the three-month course of training. There was only one Negro, a woman in Group 2.

Geographic location of members.--These men and women were mostly well known to the staff before they became participants of the Institute. Ten of the thirteen members were from Nashville, and, of these, seven were members of Senior Citizens, Inc. Two of the three out-of-town participants were from Miami, sent by the same Senior Center director who had sent us a participant for session one. The third out-of-town member commuted to class from a community thirty miles from Nashville.

Education.--There was little variation in educational background of the members of Group 2. Ten of the older adults had one, two, or three years of college. Two had completed four years of college, and only one of these had done graduate work beyond a B.A.

Two members had no more than a high school education.

Vocational background.--Eight of the eleven women in the group had been primarily concerned with marriage and raising a family but had done some other work in addition to their home duties. Of these eight, four had been elementary school teachers, and four had held service jobs, e.g., sales lady, beauty operator, grocery store manager. Of the other three women in the group, two, while married, had worked outside the home for a number of years; one as a professional Girl Scout worker, the other as a government clerk. The third "professional woman" was a public health nurse who had never married.

One of the men in the group was a government clerk, the other had held a number of jobs, from publisher of a trade magazine to a public relations director. Both men had been married and raised families. Each had remarried after having lost a first wife.

Age.--The members of Group 2 were younger, on the average, than those of Group 1. Ten members of this group were in their sixties, with only three seventy years or older. The spread between youngest and oldest was great, however, from 61 to 77.

Individual differences.--The members of Group 2 might be described as relatively homogeneous on the variables of age, education, geographic location, and vocational background. However, the strong in-group feeling so characteristic of Group 1 never developed in Group 2. Perhaps, this was partly because Group 2 was the most heterogeneous as to emotional maturity of any of the five groups that participated in the Institute. Some of the most vigorous and emotionally stable older adults in the entire project were members of this group, while the three or four of the most immature and self-centered participants in the program were members, also (See Case Studies 2-a and 2-b).

The difficulty in the functioning of some of the participants was known at the time of selection, but we admitted a few incipient problem people in order to determine the degree to which emotional stability interferred with effective performance in a highly motivated individual. Each of the questionable participants was eager to attend the Institute, and had persisted in making an application, even though we had not been encouraging, and, in several cases, had been actively discouraging.

Disagreement as to basic philosophy and values made open class discussion difficult. If there had been more personal insight and tolerance, the psychology class may have functioned as group psychotherapy, as several members were quite open in discussing their personal feelings and behavior. As it was, the class period became more often a time when a few older people who greatly needed to be listened to, exploited a captive audience.

Illustrative of the disruptive manner in which the group functioned is the incident that occurred during a class discussion of defense mechanisms. As we described a particularly immature means of "getting out from under" a problem, one woman spoke up with pride, saying, "That's just the way I have always done it." Some members responded indignantly, others laughed, while some were embarrassed. The woman showed no insight as to the inappropriateness of her remark, nor of the manipulative character of the behavior she claimed as her own. There was no opportunity for using this remark as an illustration of what one should not do or be, without further damaging the individual. The incident became, instead, one more difference that further separated the group.

Group 3

Group composition.--By the time the third session was ready to begin, we had given out twenty-four application forms and had held twenty-four interviews. From this group of applicants, we screened and selected nineteen participants.

From this group two were married couples. Ten of the people selected for participation were married women in their fifties or early sixties, four of whom were from out of town. One of the younger women applied for application along with her retired husband. The other three had made applications for themselves, as their husbands were still actively employed. These three women all sent in letters of regret at the last moment saying they would be unable to attend the Institute. The reasons they gave for changing their minds were varied. However, all the reasons were related to the difficulty of leaving a home and husband to the extent required by the intensive three-month training course. We knew this was a real problem, particularly where attendance involved traveling to Nashville from another state and leaving a family behind. As we began class, we had sixteen older adults in Group 3, five men and eleven women, fifteen white and one Negro.

Geographic location.--Due, perhaps, to both word of mouth and professional activity of the staff, we received letters of inquiry about the Training Institute from older adults located in ten cities, six states, and one foreign country--Canada. From these inquiries, we screened and selected seven older people from cities other than Nashville. As the third session of the Training Institute got underway, one-third of the group were non-Nashvillians who had come to Nashville prepared to spend three months learning how to become a community service worker.

Education.--The educational level of Group 3 was about that of Group 2, an average of two years of college. Four of the housewives were college graduates or had attended college for several years. One of the members was a preacher and teacher who had only begun his education during his middle years and had gone on to receive a number of degrees, among them a Ph.D. from a now obsolete college. There were others who had not had a great deal of formal education but who had continued to take special courses and to acquire new learning over their entire life span.

Vocational background.--This group was largely composed of members whose jobs had been in other than professional areas. There were two public school teachers, two practicing nurses, a weather forecaster, and one woman who had been a supervisor for the State Department of Welfare. Other than these few, the occupations listed were housewife, service or sales person.

Age.--Session III was the first time that we opened the enrollment to people under 60. As a result of the lowering of the age limit, we had a number of applications from relatively younger adults.

The third session began with 16 older adults as participants, three of whom were in their fifties, eleven who were 60 to 69, and two who were in their seventies. Of these two older people, one was a vigorous, active man of 71, the other a woman of 77. This oldest member of the group had traveled from Lexington, Kentucky, to Nashville for the specific purpose of participating in the Training Institute.

Individual differences.--Perhaps, because several members still had an active home life and many outside activities, there was never the strong group feeling characteristic of the first group. However, neither was there the lack of understanding and tolerance that so characterized Group 2. In fact, the members of Group 3 were able to talk out their personal feelings with the utmost candor, confident that they would be accepted and supported by their fellow members. When the members were asked at the close of the session what they had gotten from the Institute, nearly all spoke of an added understanding and tolerance for both themselves and others. This quality of tolerance best describes the behavior of most members of Group 3 during the three-month training session.

The case studies chosen as illustrative of Group 3 are of two of the fifty year old women, one of whom appears to have found a new and satisfying career in community service. The other woman apparently failed to find in the Training Institute that for which she was looking (See Case Studies 3-a and 3-b).

Group 4

Group composition.--As more people from a wider geographic area learned of an Institute where they could receive training for community service, they became aware of the possibilities for themselves and for their communities. Two months before the fourth session of the Institute began, fifteen completed applications had been received, while another ten people were in the process of completing all forms and requirements for participation. When the final selection was made, we had chosen nineteen men and women to begin training at our fourth session. About two weeks before the session began, four of the nineteen decided that they would not participate. All four were women, two from out of town, the other two, residents of Nashville. Three of the women gave ill health as the reason for withdrawing. The fourth drop-out did not say why she changed her mind at the last minute.

Fifteen men and women began the fourth training session. There were two Negro participants, one of whom was the only man in the group.

Geographic location.--We had received inquiries about our program from as far away as the West Coast, New England, and Canada.

Of the fifteen members who became participants in the fourth session, nine members were from communities outside of Nashville, and of these nine, four were from Kentucky and Virginia.

Education.--The educational background of the members was distributed bimodally: either a bare minimum for acceptance or quite high. There were four members with Masters Degrees, and two college graduates, while at the other extreme were four members who were high school graduates and five who had an additional year of business school or college. These extremes accounted for the total group.

Vocational background.--The vocational background of the participants of Session IV reflected the educational training to a large degree. There were three retired professional social workers, one teacher, a district sales manager of an insurance company, a business manager and buyer of a department store, and a government supervisor in the welfare area. On the other hand, there were five homemakers who had worked very little outside the home, and three members who had worked as clerks or personal service workers.

Age.--The participants of Group 4 were either relatively young or relatively old. Four of the women were in their fifties, while five were over seventy. The average age was 66, but only five members were in their sixth decade.

Individual differences.--It was not the twenty year age difference, however, that differentiated between members. Rather the dichotomous nature of the vocational and educational background of these participants were related to their learning skills and sophistication about the community generally. It was difficult to establish a teaching level that was not too advanced for half the group, while it was, at the same time, elementary for the other half.

The division of the group was further brought about by the variety of field placements offered during the fourth session. It was during this session that we began a new service to deprived four year old children, and five of the members decided to work with these children. Two of the field placements were located in the outlying communities in which the older person lived, which meant that the two members engaged in these placements only met once a week with the rest of the group. Two other members had individual projects which involved little interaction with other group members. Only six participants of the session worked as teams in organizing two group services for older people.

In spite of the lack of group cohesion during most of the field practice, there was a great deal of enthusiasm and sharing of ideas at the final meetings, and the services begun during this session have become some of the most successful of the entire project. The two case histories are representative of two participants of this session who chose entirely different areas of community service. Each was successful; one as a leader of older adults, one working with very young children (Case Studies 4-a and 4-b).

Group 5

Group composition.--The number and quality of applicants for the fifth session of the Institute reflected the cumulative effect of all the staff effort, the publicity, and the obvious results of the earlier sessions. The applicants for this session knew why they were taking the training and what they wanted to do upon its completion.

We chose twelve older adults for our last session whom we believed best exemplified those qualities related to a successful undertaking of the training course and continued performance in a leadership role upon graduation. There were eleven women and one man in the group. Three of the members were Negroes. The average age was 65, with half of the group in their early seventies, and four members who were in their fifties.

Geographic location.--Nine of the twelve participants lived in Nashville, and wanted to work in a home town agency or institution. The three members from out of Nashville were sent by agencies to learn how to organize and maintain a specific service for older people. Each was assured of help from his agency when he returned home after completing the training.

Education.--The educational level of Group 5 was somewhat lower than for the total group, and there was little variability between the education of individual members. Three of the participants had graduated from college, two had not finished high school, while seven had completed one or two years of college work.

Vocational background.--At first glance the vocational background of the members of Group 5, it appears that there was a great variation. On further scrutiny, it is apparent that there was a common element in these vocations. Each member of the group had worked at a job in which he came into direct contact with other people in a service-oriented role. Six members had been public school teachers, while six had worked as clerks or salesladies. Several had been office workers, agents, baby sitters, supervisors. These people had tried a number of jobs--all within the service classification.

Age.--Half of the members of Group 5 were in their early seventies, one-third were in their fifties, while only one-sixth were in their sixties. There were no noticeable differences between the performance of the seventy year old participants and the fifty year old members. Age, per se, was certainly not related to efficiency of performance in this fifth session of the Training Institute.

Individual differences.--The members of Group 5 were a hardy group both psychologically and physically, and there were few complaints to either the nurse or the counselor. The members entered vigorously into their class work and their field practice. Each visited the others' new group activity to offer help and support. There was a great deal of interaction and exchange of ideas in class, and little evidence of jealousy or envy. It appeared that the members vied with one another to see who could do the most for the group, whether it was handmade handkerchiefs as farewell presents, Easter cards, or nicely prepared food.

Perhaps the success of Group 5 might be attributed to a happy combination of wide publicity, rigorous selection, and improved training methods. Whatever the reason, or combination of reasons, the professional staff felt more nearly satisfied with the results of the fifth training session than with any of the other four sessions held during the project. Case Studies 5-a and 5-b illustrate the kind of successful person participating in Group 5.

PART III

EVALUATION

CHAPTER 5

WHAT IS SUCCESS?

Our three-year project was designed to test the feasibility of retraining older men and women for new careers in community service. At the end of the three-year period, we asked ourselves again: Is such a procedure feasible? Can older men and women begin new careers? Was this a "successful" project?

The problem of evaluating a project such as ours is not only complex, but seemingly never-ending. The Training Institute was concerned with the interaction of several complex factors: a course of training involving a number of highly selected older men and women who engaged in a number of activities within the community at large. We have the added confounding factor that this venture began a chain of events that has spread all over our country, and continues to proliferate. Any sort of adequate evaluation would need to be concerned with all of these complex variables and should continue over an extended period of time.

One commonly used means of evaluating an undertaking is an enumeration or description of what was done. At the end of our last three-month training session, we enumerated the number of people trained, the activities begun, and the population served.

Table 2 presents these descriptive statistics. From these quantitative data, we were able to answer the question of whether or not an older person could begin a new community service. We demonstrated that from a selected sample a certain percentage of older people can do this difficult job. But, these data did not answer the questions: How well can older people perform in a community service carreer? And, the initial question; Is such an undertaking, as the Institute, feasible?

The question of feasibility ultimately depends upon community acceptance. Pragmatically speaking, a program such as ours is successful if it is accepted as a part of the total community service program and is financed by the local community as an ongoing service. This final evaluation cannot be made immediately but must await community action.

From the many aspects of the project that we might choose to make some qualitative evaluation, we concerned ourselves primarily with two: first, the number of projects, studies, and research that were directly a result or outgrowth of the Training Institute, and, second, an assessment of individual achievement in the many different community services. Both evaluations were made three months after the close of the last training session. A larger time lapse would have been preferable but was not possible under the time limit imposed by the project.

TABLE 2

DESCRIPTION OF TRAINING INSTITUTE GRADUATES ON THREE VARIABLES: NUMBER OF GRADUATES ACTIVELY WORKING, ACTIVITIES BEGUN AND TYPE POPULATION SERVED

	Number Actively Working	Type Activity	Population Served
Group I N=12	6	Senior adult group leader	Active adults
	1	Supportive group therapy	Nursing home patients
	1	Substitute Grandparent	Culturally deprived children
	1	Organize special programs	Active adults
Group II N=13	3	Senior adult group leader	Active adults
	1	Organized tutoring program	High school and elementary school students
	1	Supportive group therapy	Mentally handicapped adults
	1	Organizes special programs	Active adults
	1	Hostess	Retirement hotel
	1	Teacher	Illiterate adults
Group III N=16	5	Senior adult group leader	Active adults
	3	Substitute Grandparent	Culturally deprived children
	2	Supportive group therapy	Physically handicapped adults
	1	Consultant to state agencies involved in services to aging	Aging population

TABLE 2--Continued

	Number Actively Working	Type Activity	Population Served
Group IV N=15	5	Senior adult group leader	Active adults
	2	Substitute Grandparent	Culturally deprived children
	2	Supportive group therapy	Hospital or nursing home patients
	2	Aides in group recreation program	Frail older adults
	2	Consultant to state agencies involved in services to aging	Aging population
Group V N=12	3	Senior adult group leader	Active adults
	3	Supportive group therapy	Hospital and nursing home patients
	2	Aides in group recreation program	Active adults

Evaluation Aspect No. 1: New Projects and Research

Participation in the National Foster Grandparent project, sponsored by the Office of Aging, as a part of the Office of Economic Opportunity's War on Poverty Program.--The Foster Grandparent project closely resembles the Surrogate Grandparent project begun during field practice in the fourth training session. In both projects, the older adult becomes a substitute grandparent for a needy child. The major differences between the two projects may be summarized as follows: The Foster Grandparent works on a one-to-one basis with an institutionalized young child, providing tender loving care, while the Surrogate Grandparent helps a group of three culturally deprived children to "learn how to learn."

Senior Citizens, Inc., was asked to sponsor one of twenty-two Foster Grandparent programs begun in various communities within the United States. Because of our past experience in the Surrogate Grandparent project, our training staff was asked to serve as consultants for the national project and to prepare a handbook for recruiting, selecting and training older adults as Foster Grandparents which would be used by the directors of the projects.

Support from National Institute of Mental Health for a three-year study of Racial Attitude Change in Older Adults.--Attitudes of senior adults, both Negro and white, toward members of the other race will be assessed both before and after a year of active participation in a racially integrated Senior Citizens' Center and will be compared with those of control groups who participate in comparable activities in non-integrated senior adult groups. There will be four replication groups, both experimental and control, each replication group being composed of 30 older adults who join their respective organization within four successive six-month periods. The initial assessment measures from the four replications will enable us to determine whether the attitudes of these senior adults are changing over time, apart from the effects of participating in integrated programs for senior adults.

We believe that the Attitude Change study took shape as a result of staff experience in working closely with small racially integrated groups. We also believe that our experience as an NIMH grantee helped us receive additional support for new research.

Local community resource.--Our trained and experienced professional staff has been called upon by a number of local community agencies to help them apply for and carry out new projects. We have participated in the following:

1) Leader and advisor in the teacher training course for the Headstart project;
2) Teacher in a counselor training course for adults under Project Cause II.

Our Institute, with both selected older adults and a professional staff, has been used as a research facility for universities located in the community. This collaboration has been useful in making Senior

Citizens a part of the education and research facilities available in Nashville. It also has been instrumental in acquainting professional psychologists and social workers with the area of gerontology.

1) Practicum agency for Vanderbilt University Psychology Department in which two students have received credit for work in the area of gerontology. Vocational Rehabilitation Administration has approved Senior Citizens, Inc., as a practicum agency. One of the Vanderbilt graduate students working in our program was paid under a VRA stipend, and has published some of the research done with us in a professional journal.
2) Practicum agency for Peabody College for Teachers and for University of Tennessee School of Social Work.
3) We have been asked to participate in research inaugurated by staff members of Vanderbilt Psychology Department in the areas of learning, of signal detection, and of anxiety.

Older adults who have graduated from our Training Institute are in demand by local agencies and institutions.

1) Three of our graduates have served as No. 1 Aides in the Headstart project.
2) One of the graduates was selected to participate in the VISTA program.
3) Two graduates have begun group programs.
4) Nine graduates operate branches of Senior Citizens, Inc.

5) Five graduates have paid employment in other local agencies or business that was a direct outgrowth of their training at the Institute.

National resource.--Our professional staff has served as consultant and expert for both Federal agencies and for a number of communities located throughout the United States.

1) Consultant to the Office of Aging in their program of employment for financially deprived older adults.
2) Speaker and consultant at a Cleveland, Ohio, Conference, sponsored by the Cleveland Welfare Federation's Committee on Older Persons.
3) Speaker and resource at Salt Lake City Conference on Older Volunteers, sponsored by Community Services Council, Salt Lake Area, Utah State Department of Health, Utah Council on Aging.
4) Our staff provided the major portion of the program at a Conference on Older Volunteers, Columbus, Ohio, sponsored by Ohio Association of Centers.
5) Speaker and consultant at Miami, Florida, Senior Center.
6) Speaker and consultant to 68th Annual Conference of Illinois Welfare Association, Chicago, Illinois.
7) Papers presented at National meetings of the Gerontological Society, and at Ann Arbor, Michigan Conferences.
8) Keynote speaker at the first annual conference of Centers, Chicago, Illinois.

State and regional resource.--Community leaders in a number of towns located throughout Tennessee have asked for and received help from our staff in beginning activities and programs for older adults.

Older adults who have graduated from our training program have served as consultants and have been employed by agencies, councils, and institutions located outside of Nashville.

1) Three of our graduates are serving as consultants for a special Governor's Conference on Aging for the State of Kentucky.
2) Five of our graduates are planning programs and carrying on activities for older adults under the auspices of the Park Recreation Board in Memphis, Tennessee. These graduates are paid workers.
3) Four of our graduates began active and flourishing senior centers in fairly large towns. Although the Center remains active, two of these graduates are no longer directing the programs, due to death in one case and serious illness in the other.
4) Four graduates are working in nursing or psychiatric hospitals.
5) Three graduates expanded the recreational programs in established centers and one inaugurated an extensive health service for older adults in a Richmond, Virginia, center.

Evaluation Aspect No. 2: Individual Achievement

There is a great deal of evidence that the Training Program was successful, at least on the quantitative level just described. We were also interested in evaluation on a more personal, or qualitative level. We were interested in some means of assessing the competency with which an individual graduate performed a specific service.

In thinking through the different problems of how we might evaluate a number of people working in a wide variety of services, we identified two factors that needed to be taken into account: (1) the difficulty of the service involved, and (2) the competency of the older person's performance.

The content of the formal course work that each trainee received had included certain basic information necessary for successful organization and maintenance of any community service. We taught that all community service jobs are concerned with community power structure and organization, specific problems inherent to the particular service, and the problem of how to work with other people in a group program.

We also found that certain personal characteristics and behavior were correlated with competency on the job, and our course of training included practical instruction in applied personal and group psychology. The qualitative evaluation of personal competency assessed how well the graduate measured up on the following critical dimensions: assuming responsibility for service, creating new activities and recruiting new members, and ability at solving situational problems.

Each of the two dimensions identified as contributing to individual achievement, i.e., difficulty of service and degree of competency in performance, was operationally defined in terms of a number of questions as follows:

A. Difficulty of service involved

  1. Type and scope of service. What kind of people are involved in the service (e.g., vigorous older person, handicapped aging person, hospitalized senile, deprived preschooler)? How often does the group meet? How many people are directly and indirectly involved? What specific services are involved?

  2. Specific situational problems. Are there specific problems inherent in this service, in this area, and with these people (e.g., low income, transportation difficulties, cultural deprivation, poor neighborhood meeting facilities, lack of community or agency support)?

B. Competency of graduate's performance

  1. Major responsibility for program. Did the older person do the major community organizational work necessary for establishment of a successful new project? Does he have major responsibility for maintaining the program?

  2. Degree of expansion. Has the program expanded, and

is the attendance increasing? In some instances, membership increase is desirable; in others, such as the preschool children's program, there is no opportunity for an increase. However, program expansion and variability are desirable in almost all instances.

3. Demonstrated ability at solving situational problems. Was the trainee able to involve the community or agency in the service? Could the service continue without the personal effort and supervision of the trainee? Was leadership developed within the group members, and is morale high? Are meeting facilities adequate for the services, and is the transportation problem solved?

We differentiated five different levels of performance in the above areas, ranging from a high degree of competency in a difficult service to no involvement in any community service. These five levels, verbally defined, are our Level of Success scale (See Appendix B). On the basis of information obtained from the above questions, we were able to determine at what level a graduate performed--what degree of success he achieved.

We obtained our information both from the graduate and from our professional staff wherever possible. A self-report questionnaire was sent to each participant six months or more after his graduation from the Institute (See Appendix C). Each of his answers was evaluated and translated into a series of scales (See Appendix D). Ratings achieved on the scales and added information from professional staff who had supervised and were familiar with the manner in which the graduate worked, were the basis for assignment of a Level of Success for each graduate. Assignment of Level of Success and the level achieved by each graduate is discussed in Chapter 6.

CHAPTER 6

LEVELS OF SUCCESS

Of the sixty-eight graduates of the Training Institute, how many were successful? If we were defining success in generally accepted terms, i.e., adapting to the environment, contributing to society, then all of our graduates are successful older adults. But for the purposes of our project, we have defined success on five levels of leadership ability in community service.

Figure No. 1 gives the number of graduates falling in each of the five categories, or levels, of success. Assignment of level was accomplished by summing staff ratings and self ratings obtained on the questionnaires. A correlation of .72 was obtained between the summed staff ratings and self-ratings, the magnitude of which leads us to believe both the graduate and the staff were making a realistic appraisal of behavior. However, the fact that agreement is not complete, reassures us that we need both ratings. Self assessment is not without bias, just as staff ratings are so often based on personal prejudice.

Ten of the sixty-eight graduates were rated as Level I leaders. This level is attained by those adults who were greatly involved in beginning a new community service and who are continuing to carry and expand the service. In order for a graduate to achieve a Level I rating, it was necessary that each staff member assign him a first rank and that his self-report contain objective evidence that he was indeed "producing."

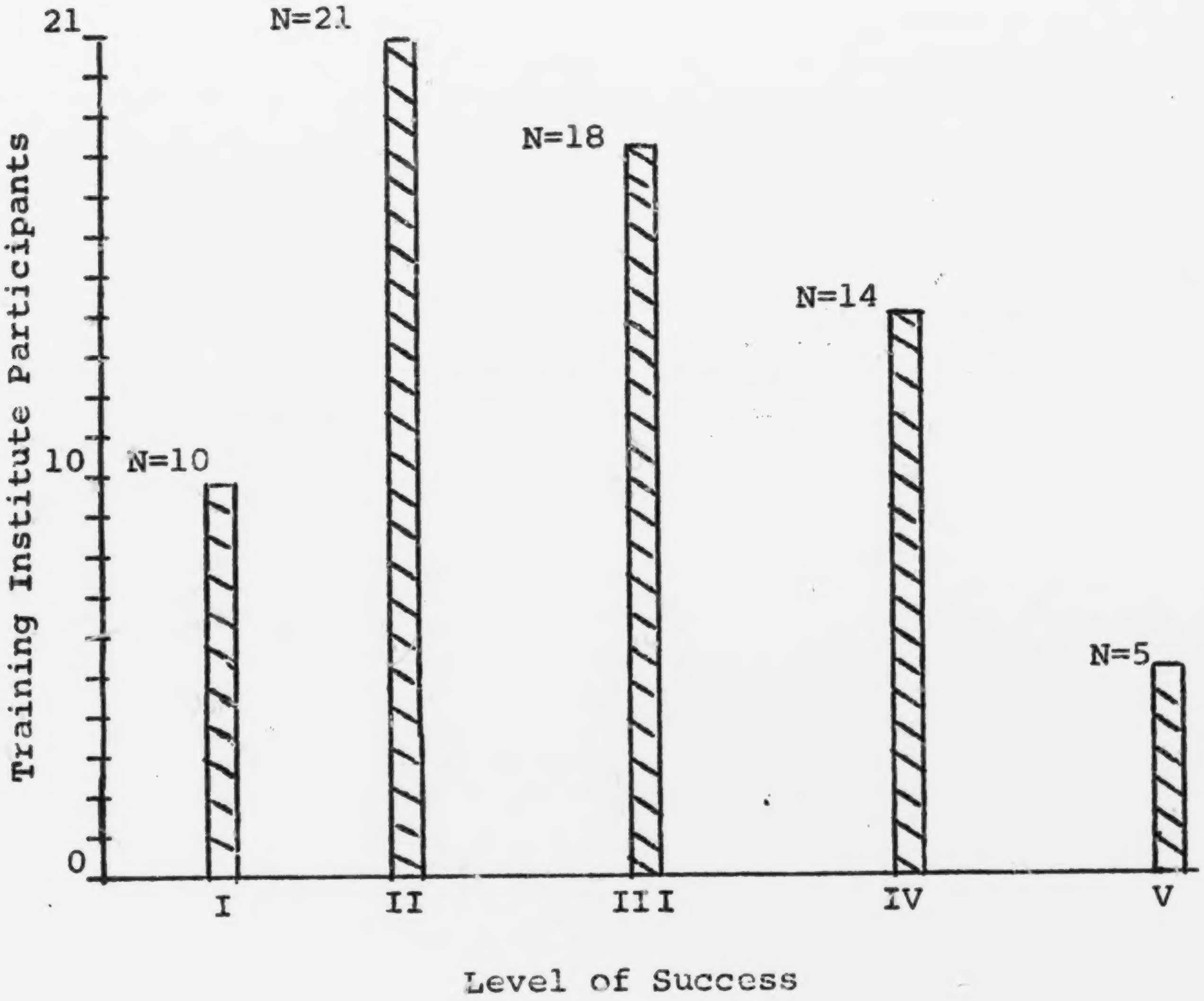

Fig. 1. Number of participants rated as functioning at each of the five levels of success.

Twenty-one graduates were rated as Level II. In order to receive such a rating, the graduate should be actively functioning as a leader of a group that is part of a large structured agency. The major difference between Level I and Level II are the elements of independence and responsibility. The Level I person was primarily responsible for beginning the service--and the service or group is usually carried on independently of a larger agency. Level II designates the more structured and less independent kind of performance.

These were eighteen graduates rated as Level III. These older leaders are carrying on a service within an agency or institution, and are receiving ongoing supervision and support.

Fourteen of our graduates received a Level IV rating, which described their work as spasmodic and largely not self-initiated.

Only five graduates were rated as Level V, or as showing little or no change since participation in the Training Institute.

Assignment of a rating to a particular level of success becomes more meaningful if we look at the different kinds of services begun by the graduates of the five sessions of the Training Institute. Table 2, Chapter 5, presents a summary of these findings.

Group I.--Of the twelve highly selected participants of the first session of the Training Institute, three could be called Level I people--those who were primarily responsible for organizing and are maintaining a new service. Four more of the group are Level II--that is, are directing a Senior Center or carrying on a service; but they were not the independent organizers, and they do need more support in the ongoing program.

Two others are carrying on a regular activity or program, but the service is part of a structured agency. Their rating is Level III. The remaining three members are doing some little community service work on an irregular basis--Levels IV and V.

As to the specific activity or service performed by these graduates, five of the twelve organized or helped organize and are continuing to direct five separate branches of our own Senior Citizens, Inc. These branches are located either in crowded, previously unserved areas of Nashville, or in the outlying suburbs. As directors of branches, they are part-time staff members of Senior Citizens, Inc.

One participant from Miami went to Key West where she began a center for senior adults. She died from cancer last fall, but not before her center got underway and became self-sustaining. Key West, Florida, is a unique town made up of many sub-groups, old town residents, tourists, retired people, artists, and service personnel. To organize a group that can work in this milieu, with the sponsorship and approval of these differing factions, has taken real ability and ingenuity. Mrs. Antonia Weissbuch has organized such a group, who, while they are "senior citizens," have become "community citizens," working for better housing, reconstruction of Key West landmarks, and giving of personal service in welfare projects. The city fathers provided a meeting place for the senior group but the facilities were poor. Mrs. Weisbuch, a dynamic and creative woman of seventy, began playing her guitar for a family Hootenanny each Saturday night and used the contributions received to improve the facilities and to maintain the Open Door Center. People of all ages are welcome at the Open Door--and people of all ages are free to benefit from the Lip Reading Class that Mrs. Weissbuch conducted there. We received a letter from her in which she included the following paragraph:

> P. S. Did I tell you about the Monroe County Fair, Feb. 28--Mar. 7, at which OPEN DOOR will have a booth, will advertise Special Senior Housing, and sponsor and sell tickets for their "Senior Prom"? I'm busy lining up everybody and his uncle for 2-hour shifts!

Mrs. Weissbuch had capabilities beyond the average before she began the Training Institute. There is no way of knowing whether she might have accomplished as much toward a Senior Center, or might have been influential in civic reform without the Training Institute. However, she perceived her training as helpful and stated that she gained two things from her training at the Institute: (1) Information on community organization, and (2) some personal insight that she was able to apply to her social relationships.

The other six of the twelve participants did not want to, or felt they could not, work as a director in a program for older adults. One took a vacation for three months and then sold one of our hospitals on their need for a social worker and on her ability to handle the job. One graduate has been a charming recruiter for us and has helped her "classmates" operate their branches and conducts an activity within our Main Center--an Armchair Travel Program. One vigorous graduate began a service, turned it over to another and worked as a substitute grandparent in later programs.

Of the Levels III and IV graduates, one man planned and directed a fine dinner which celebrated the successful completion of the first session of the Institute. He also does a good job of library research when we need it. But he will not take any responsible role in any ongoing or sustained program. One of the remaining two helped with a number of programs, worked on research projects, but gradually withdrew from any sort of volunteer activity. The other has been ill and has done no active community service.

During our first session, we were primarily training for a highly specialized, very difficult task, one which few people can do well, young people included. There is much evidence that not many older people in the population want to do any sort of volunteer work. We have come to believe that only a very few selected people want to, or can do community organizational work. These insights came after the first year. But we began to question at the end of the first session of the Institute whether our expectations had been too high, or whether our goals had been too narrowly defined.

Group II.--We began the second session of the Training Institute in Community Service on September 3, 1963--with thirteen men and women over 60 years of age. These participants of the second session were in many ways like those of the first session. They differed most on emotional stability--more members of the second group being less well adjusted. This is not to say the group, as a whole, was emotionally unstable--but there were some members of the second group who were pretty flighty, and pretty immature, in spite of being over 70. We really did not need the tests to know how poorly some of these people functioned under stress and change. We could see it quite clearly, as they participated in the Institute.

As the participants became involved in course work, they began to plan their career. Several of them wanted to work in or organize a senior center; others were not sure this was what they wanted or could do best. We encouraged individual choice and provided a course of studies that was flexible and broad enough to provide training for a wide variety of services. With the wider variety of services that the participants were training for, they needed more supervision and help from the Institute staff. We added a staff supervisor, and still all of us spent a great deal of time on individual supervision and general consultation.

How well did these graduates perform? Two graduates are Level I, only two are Level II people, while five of the graduates were rated Level III. Of the four graduates remaining, two were Level IV and two, Level V. While the ratings are low, a wide variety of programs, many of which were successful, began during this second session.

Two of the graduates are our own branch leaders. One of these two leaders was rated Level I, as she planned, organized, and is maintaining a flourishing branch program. The other is directing a branch program that she was not primarily responsible for organizing, and the program and membership are not expanding. This graduate is Level III. Another Level II graduate began a senior center in a small town but has had difficulty in maintaining the initial enthusiastic response of the senior citizens in the program.

One graduate began a most successful tutoring program, Mrs. Josephine Holloway. This graduate retired from professional Girl Scout work. However, she felt that she was not ready to quit working, that now, more than ever, she wanted to work for her race and community. She applied for, and was admitted to the second session of the Institute, although she had many reservations about her decision. She was not sure that she wanted to work in the field of aging, nor was she sure that the Institute could teach her much about how to organize groups. Still, the larger goals of the Institute were much like her own, and from this experience she felt might come the help she needed in order to be of maximum service to her community. During the first month of the session, she was taught courses in Psychology, Methods in Program Development and Community Resources, wherein the general concepts underlying most successful group work were provided. After the first month of general course work and orientation, Mrs. Holloway selected the area of community service in which she wanted to work. She decided, with the full approval and encouragement of the staff, that she wanted to conduct a tutoring service. She was aided greatly in the planning and the execution of the program by several staff members.

On February 3, 1964, Mrs. Holloway's tutoring project began at Pearl High School in Nashville. At this time, over one hundred volunteers became tutors for some two hundred Negro High School students.

These volunteers were recruited from the graduate schools of Vanderbilt University, The George Peabody College for Teachers, Scarritt College, Fisk University, and Tennessee Agricultural and Industrial University, in addition to a number of retired men and women from the community. The volunteers taught small classes in several subject areas, or they tutored individuals in subjects ranging from grammar to philosophy and calculus. Mrs. Holloway continued to be the co-ordinator and most vigorous worker in this project.

At the end of the training session, the graduates were asked: "What valuable things (ideas, materials, feelings, methods) did you gain from the Institute?" Mrs. Holloway wrote:

> There was something about the entire Institute and the dedicated staff that was a great stimulation. I cannot isolate any particular thing or incident, but the result was that it crystallized my thinking and somehow made me feel that I had something to give in return for what I had gotten.
>
> I began work on the "Greatest Challenge of my life," trying to organize and co-ordinate a Volunteer Tutoring service for potential high school dropouts. It is not only a challenge, but fun.

It was also during this second session that services to older patients in mental hospitals were begun. Three of the participants began an excellent program in the geriatrics ward of our large mental hospital. One has continued to be active in such work, while the other two have drifted back to much their same patterns of behavior as before the Institute.

One of the other graduates of the second session is paid as a hostess of an expensive "retirement" apartment. Another of the graduates teaches illiterate Cuban refugees to read and write as a part of the program of a Miami settlement house. The remaining four have done very little since completing the Institute.

Group III.--Our third session began with a number of modifications and changes in our program. For one thing, we accepted younger people for this session. Three of our sixteen participants were in their early fifties. Also, two of the participants had less than a high school education.

Members of the group appeared to know what they wanted to do, and the professional staff had gained in experience, also. How well did the graduates of session three perform?

There is not a single person rated Level I in the group. However, seven of these older adults are performing at Level II. There are two Level III people, six Level IV people and one member was rated as Level V. Interestingly, younger age appeared to be a disadvantage; two of the women in their early fifties were Level IV. These two women are married and their husbands are actively working professional men, and there are still children in the home. It may be that our particular kind of training is most useful a little later in life.

Of our more successful graduates of session three, three are directing centers. One works in our main center involving handicapped persons in two sheltered groups. These frail group members are brought into the center once a week, a festive occasion for them. These frail little ladies do community service work, quilt, make chair cushions, and generally help the needy. It takes a special warmth and care to maintain these two groups, but the rewards are great for our graduate.

Two other of our graduates, a man-and-wife team, have served as warm and effective surrogate grandparents for underprivileged children. They have successfully worked in two different projects since their training, one in which they had a group of vigorous ten year old boys who needed extra time and attention. The other project involved working within the school system, giving instruction and personal attention to an ungraded class of mentally retarded children.

Two of our graduates, another husband and wife, are employed by the Recreation Department in Memphis, Tennessee, to organize and direct senior centers located within the recreation buildings in the city parks.

One graduate teaches a class of boys in an under-privileged area, another volunteers to work with the frail and handicapped groups in our center.

Of the remaining six graduates, two are physically disabled. now. The remaining four are doing very little community service work.

Group IV.--Our fourth session involved fourteen older women and one man, whose ages ranged from 52-74. This was a well educated group--with only three who had just a high school diploma, and four with masters degrees. The average educational level was three years of college. How did this group perform?

There were two Level I people, six Level II graduates, five rated as Level III, only one Level IV, and one Level V. In this session, we began a new project in which older men and women became surrogate grandparents for underprivileged four year olds. We carried out our project in two settlement houses, one white, one Negro (segregation, in this case, being a result of housing). Five of our trainees from the fourth session were involved, and we employed three additional graduates from previous sessions, making a total of eight older adults serving as surrogate grandparents. From this placement and experience, we have helped develop the national Foster Grandparent Program, sponsored by the Office of Aging, financed under the Office of Economic Opportunity. The adoption of such a program has meant permanent employment for these graduates--and for other older men and women who are interested in such a program.

The remaining ten participants of the fourth session elected to work in the field of aging. During the Field Practice period, three of the members began a new Senior Center program in a Nashville Housing Project. One graduate has continued to carry on this Center. One of the other two organizers of this program is employed in Memphis by the Recreation Department and has organized two branches there, and the other has been promised employment in Danville, Kentucky (after the legislature appropriates funds for a Center).

Another vigorous woman graduate of session four is organizing and carrying on a program in Richmond, Virginia. Another has, after helping us in our own main Center, gone back to Memphis and is also employed by the Recreation Department to work in the Senior Program.

One graduate, a retired nurse, has developed and is maintaining a friendly visiting and crafts program in the Nursing Homes in McMinnville, one of our good sized Tennessee towns. One woman graduate works in a mental hospital with regressed men. She has her own group and has given these older forgotten men a chance to come out of themselves and interact with each other. Incidentally, our graduate has the complete cooperation and blessing of the medical staff and the social service staff in this large hospital.

Two additional graduates have begun two unique programs in a large housing project. One of these programs is a coffee club for men--offering these older men a chance to talk together and get away from the women for a while. The other program is a real intergenerational group--old, middle aged, and young women meet to sew together--and underfoot are the children of assorted ages.

One of the graduates of this session is quite ill--another is doing nothing particularly, but is still active, still keeps in touch and is available when we need her as an experienced volunteer.

Group V.--The twelve members of our fifth and last session were highly selected and knew what they wanted from the Institute. The objective evidence of their success suggests that commitment is an important ingredient in the formula for success. Three of the twelve graduates of Group V were rated as Level I, two are Level II, while four others are Level III people. Only three are Level IV and none received a rating of Level V. Nearly half of these older people have organized and are carrying on new and relatively independent community services. None is untouched by the training received.

One graduate began two new groups of older adults that have become branches of our Senior Citizens, Inc. Another graduate is now directing one of the branches, while the man who began the group maintains the other. But he intends to continue to organize groups in areas formerly unserved by our agency.

One member directs a flourishing branch located in a housing project, two others did all the preliminary work for setting up a branch in a neighboring suburb of Nashville.

Three of the graduates were particularly interested in working with frail older people. Two of these three are now employed in nursing homes where they carry on a highly successful craft program. The other works in the geriatrics ward of a city hospital and assists in a number of Golden Age groups.

One graduate of Group V works in the state mental hospital, providing a limited art therapy for patients. Another graduate did the preliminary work to establish a sheltered workshop for hospitalized and/or older people before moving out of Tennessee with her husband. Another successfully worked with culturally deprived first graders within the school setting.

All of the members of Group V were motivated and had definite goals in mind; nearly all were successful. What then, other than careful selection, high motivation, and specific training, insures success as an older leader?

CHAPTER 7

PERSONALITY CHARACTERISTICS OF SUCCESSFUL OLDER LEADERS

In spite of the fact that all subjects were carefully selected by similar standards and that all went through a seemingly similar training program and field practice, as may be seen in Chapter 6, certain of the graduates were far more successful leaders than others. We had predicted that environmental factors, past experience, and health would be important variables in determining whether an older person would be able to succeed in a new career. For this reason, we selected our trainees rigorously. However, we had also been interested in whether personality characteristics were an important factor in successful community leadership.

In setting up the project, provisions were made for an extensive testing program. Each trainee was administered a number of tests at the beginning of the three months' training period. Six months after graduation, a rating of his performance in the field was also obtained. Correlations were obtained between each of the psychological tests and successful leadership in order to see which, if any, of the test scores related to success.

On analyzing test data obtained from participants in the first training session, significant correlations were found between certain of the test scores and degrees of success in the new community service leadership roles. This same general "success pattern" was evident in the data from the additional groups that participated at different times over the three years of the project.

Although these five groups do not, strictly speaking, represent five exact replications, still, the fact that essentially comparable results were obtained between the five groups representing the five training sessions indicate that the findings are not an artifact of unidentified factors unique to a particular training session.

The following is a report of one of the psychological aspects of the three year project: the relationship between personality characteristics and success as an older community service leader.

Materials and Methods

The number of participants in each session and their mean age and education are presented in Table 1, Chapter 4.

Measures.--A total of 34 scores and ratings were obtained from each participant. These measures were derived from psychological tests and measures, biographical data and from an assessment of success on the job.

Cognitive and Personality Measures

The following psychological tests and measures were administered to all participants and were scored or rated to yield scores as indicated. Order of administration was random.

1. Wechsler Adult Intelligence Scale
    a. Sub-scores from Vocabulary, Information, Comprehension,

Similarities, Arithmetic, Digit Span, Block Design, Digit Symbol, Picture Arrangement, Picture Completion, and Object Assembly.

2. Rorschach

The measures obtained from this test were based on evaluations of subject's protocols made independently by three Ph.D. Clinical Psychologists.

   a. Level of Adequacy. This measure is a two-dimensional rating obtained from scoring responses for cognitive and effective adequacy.

      (1) Cognitive Level. A rating from 1 to 5 based on ease of responding and reality orientation.

      (2) Affective Level. A rating from A to D based on number of responses, degree of inhibition in content, use of non-form aspects, such as movement and color.

   b. Body Image. This measure is a counting of the number of times the S perceives the blot as either hard, covered objects, or soft, vulnerable objects (Fisher & Cleveland, 1956).

      (1) Penetration Responses. Perceiving the blot as a permeable, soft or broken object.

      (2) Barrier Responses. Perceiving the blot as a covered, protected object.

      (3) Total number of Body Image responses.

   c. Rorschach Organicity Score. This is a counting of the number of the responses which contain one or more of Peotrowski's ten signs of organicity.

3. Locus of Control

This is a measure of the degree to which S feels he is in control of self and behavior, vs. feeling of control outside of self (Cromwell, 1963).

4. Hypothetical Problems Test

This test was developed by Rutherford (Thune) (1960) and is similar to the Universal Uses Test devised by Guilford and others (Guilford, 1957). The Hypothetical Problems Test is composed of nine problem situations wherein the object, tool or instrument, ordinarily used in the situation is unavailable. The task is to list as many implements found in the average home as might be substituted for the commonly used object. An experienced test administrator, using a set of scoring standards, evaluated each response and obtained two scores.

a. Quantity Score. This measure is the number of solutions offered.

b. Quality Score. This measure is obtained by evaluating answers and assigning either 1 or 2 points depending upon the quality.

5. Differentiation--Integration Measure

In 1941, Goldstein & Scheerer used the Koh's Block Design test as a measure of that aspect of the abstract attitude which involves the ability of the individual to ". . . grasp the essentials of a given whole; to break up a given whole into parts; to isolate and then synthesize them" (Goldstein & Scheerer, 1941, p. 4). Rutherford (Thune) (1960) defined a dimension of differentiation--integration in terms of a modification of the Koh's Block Design test and a modified Stencil Design test from the Arthur Point Scale. Correlations significant at the .01 level were obtained between these two tests.

a. Modified Block Design Test. A series of original but more difficult designs were constructed along the same general lines as those in the standardized Block Design test. The conventional procedure of presenting the blocks to the subject in a random manner and asking him to reproduce a specified design was modified, in this instance, by placing the blocks before the S already assembled according to a prearranged "incorrect" pattern. S's task was to rearrange the blocks to exactly match a pictured pattern of the "correct" design which is presented simultaneously with the incorrectly arranged blocks. The amount of time spent on each of the designs, plus a time penalty for failure, was used as a measure of ability for this task.

b. Modified Stencil Design Test. A set of model designs was constructed, using the same shaped stencils as in the original Stencil Design test, but emphasizing only two colors, making it much more difficult to differentiate the discrete parts, since color cues are practically eliminated. S was given an incorrectly assembled stack of stencils and at the same time given a "correct" model design. His task was to reassemble the stencils to form a pattern exactly like the model. Amount of time used, plus a penalty for an incorrectly assembled, or otherwise failed, design is the measure used on this task.

6. Creativity Measures

The two measures of creativity were obtained from ratings made by three qualified and trained judges. Each test performance was placed in one of seven categories, ranging from most to least creative, and the performance was assigned the numerical rating of the category in which it was placed.

a. Incomplete Drawings. This is a series of incomplete line drawings, modified from those of Barron (1958), which S completes in a short period of time, usually in about five minutes. The series is rated by three judges and assigned the summed ratings as a test score.

b. Incomplete Poems. This is a series of incomplete nonsense poems which S is asked to complete in a short period of time. His score is the summed rating of three judges.

7. Perseverance Measure

Some of the tests were rather long and tedious, and some Ss failed to complete all of the items. The perseverance measure was simply the number of items omitted on all test measures, rating scales and questionnaires. Cattell (1957) used a similar means of measuring motivation, i.e., a counting of those items marked neither true nor false on a self-rating personality assessment scale.

Personal and Social History Measures

The source of data for these measures was biographical information, including the employment record, and the history of community service for each subject.

1. Age of participant
2. Leadership role in the past

The measure of Leadership Role was obtained by summing ratings of three judges, made independently. The judges, a psychologist and two social workers, evaluated the personal data of each participant and, using a five point scale, rated the participants as to amount of leadership demonstrated in the past. Leadership Role measure involved the following dimensions:

a. Leadership positions held during past employment
b. Leadership role taken in past community service
c. Amount of time spent in leadership role.

3. Personal Involvement

This measure was obtained by summing ratings of three judges who evaluated the personal data of each participant and rated these participants on a five-point scale as to amount of personal involvement shown in the following situations:

a. Interpersonal involvement in past employment
b. Personal involvement during past community service
c. Amount of time spent in personal interaction.

Criterion Measure of Success

An assessment of the graduate's performance as a community service worker was made in terms of the evaluative dimensions outlined in Chapter 6. Assessment was made by three independent judges who were not members of the Training Institute staff. Each of the judges independently assigned each graduate a score from 1 to 5 on the Level of Success Scale. The summed ratings of these judges was the final measure of success for each of the graduates.

Discussion of Results

From the tests, personal and social history, and ratings of behavior, 35 scores were obtained for each of the 68 older participants in the program. These data were factor analyzed, using the principal axes method to determine whether the diversity of performance on the 35 measures could be reasonably accounted for on the basis of some smaller number of dimensions or factors. Nine factors were extracted from the matrix, which were then rotated for further shapening, using a varimax rotation.

The results of the rotation are presented in Table 3 which lists the nine factors extracted and the tests which load highly on these factors. Factors VII and VIII, while present statistically, are not psychologically interpretable at this time.

Factor I.--This factor includes two verbal subtests and one performance subtest from the Wechsler Adult Intelligence Scale. Also loading on Factor I are the Incomplete Poems, the modified Block Design Test, and the modified Stencil Design Test. Five of these six measures, while dealing with a different content (numbers, words, abstract symbols) are problem-solving tasks. In each, the subject is faced with the task of analyzing a situation, seeing what is incorrect and rearranging the parts or supplying the missing parts in order to arrive at the correct solution.

It is not unreasonable to describe the factor measured by this group of related tests as a dimension of problem-solving ability, often, but not always, involving psychomotor facility.

Factor II.--The criterion measure, Level of Success, loads highly on Factor II. Of the three remaining measures loading on this factor, two are obtained from biographical data: leadership role in the past, and direct and personal involvement with other people during the past years. Ratings are made of the extent to which the participant has undertaken a leadership role in his past, and of extent to which he has become personally involved in his business, volunteer and personal dealings with other people. The third related measure is one that assesses the individual's perceived locus of control. The Locus of Control test reflects a person's

TABLE 3

TESTS AND LOADINGS ON ELEVEN FACTORS EXTRACTED AFTER A VARIMAX ROTATION OF A PRINCIPAL AXES FACTOR ANALYSIS

Factor I		Factor II		Factor III	
Incomplete Poems	.72	On-the-job Success	.69	Education	.68
Koh's Blocks	.48	Leadership	.85	WAIS	
Grace Arthur Stencil Design	.79	Personal Involvement	.90	Information	.82
WAIS		Internal Locus of Control	.41	Comprehension	.68
Arithmetic	.54			Arithmetic	.45
Digit Span	.50			Similarities	.60
Block Design	.48			Digit Span	.40
				Vocabulary	.74

Factor IV		Factor V		Factor VI	
Rorschach		Age	-.53	Koh's Blocks	.54
Level of Emotional Adequacy	.63	Hypothetical Problems		WAIS	
Body Image		Quality	.93	Picture Completion	.70
Penetration	-.86	Number	.84	Block Design	.65
Total	-.91			Object Assembly	.80

TABLE 3--Continued

Factor VII		Factor VIII		Factor IX	
Incomplete Drawings	.50	Age	-.50	Age	-.44
Social Competence		WAIS		On-the-job Success	.40
Distribution	.76	Picture Arrangement	.78	Perseverance	.51
Net Positive	.69			Rorschach	
				Level of Cognitive Adequacy	.43
				Organicity	-.84
				WAIS	
				Similarities	.42

Factor X		Factor XI	
WAIS		Rorschach	
Deterioration	-.67	Body Image	
Digit Span	.45	Barrier	-.72
Digit Symbol	.76	WCST	.72

feelings of self direction as contrasted with a feeling of having little control over his own life. A locus of control that is internal reflects self-control and relates positively to a high level of success.

Factor II describes the successful older leader as one who has maintained direct personal involvement with a number of individuals over a long period of time, and continues to derive satisfaction from these personal contacts. He feels in personal control of his life; that he has a choice as to his future behavior; and that he has been largely responsible for his past.

Factor III.--All six tests composing the verbal scale of the Wechsler Adult Intelligence Scale, with the addition of the measure of education, load high on Factor III. A positive relationship between verbal intelligence and education has also been found by other investigators who have studied the problem of the aging processes of older adults (Reichard, Livson, and Petersen, 1964; Bayley and Oden, 1955; Pollack, Kahn and Goldfarb, 1958, and others).

Factor IV.--This factor concerns the handling of emotions as defined by three measures on the Rorschach. The first Rorschach measure is one of emotional adequacy, which was obtained by scoring the test protocol of each subject on the basis of the usual determinants of shading and color. Two additional measures were obtained according to a Body Image scoring procedure developed by Cleveland & Fisher, as described above. According to Cleveland & Fisher, a person's Body Image responses to the blot may take the form of

(1) a Penetration response, i.e., seeing the blot as permeable or as an open vessel, or (2) a Barrier response, i.e., seeing the blot as a hard object or covered by skins or vines. The type and number of Body Image responses the person makes to the blot relates to his perception of self. Factor IV loads high on both total number of Body Image responses, and on Penetration responses. Factor IV describes a dimension of emotional adequacy in which adequacy is negatively related to the use of a large number of Body Image responses, the greatest number of which are Penetration responses. The adequate individual is one who does not perceive himself as weak or as overly vulnerable to external threat.

Factor V.--Three measures load high on this factor: The subject's age and two scores obtained from the Hypothetical Problem test, a problem solving test that is similar to Guilford's test of functional fixedness (Guilford, 1957). From the relationship of these measures, it would appear that with aging there is a concomitant decrease in flexibility of problem solving. Chown (1960) has suggested that two types of rigidity may be distinguished, (1) that caused by unwillingness to change, and (2) that caused by inability to master the new. She found that age may most often be related to the latter type of rigidity: older subjects appear to be inflexible, not from lack of trying, but from organic impairment.

Factor VI.--Three of the four tests loading on Factor VI are from the performance scale of the Wechsler Adult Intelligence scale. The fourth test is modified Block Design test. Each of the measures requires that the subject accurately perform a sequence of acts in a short time. The complex sequential response required for these four tasks calls upon the form of retention described by Welford (1963) and Griew (1963) as short term memory. Welford reports that there is evidence that the ability to retain data a short period while other tasks are being performed, diminishes greatly with age. These data did not show a direct relationship between age and these four complex psychomotor tasks. However, organic deterioration as measured on the WAIS did load moderately high on this factor, and in a negative direction, some evidence that it is the organic deterioration associated with age, rather than age, per se, that brings about the changes in performance.

Factor IX.--Level of Success, while carrying a high loading on Factor II appears again as one of the related measures on Factor IX. Five additional measures load on Factor IX: age, perseverance, the Similarities subtest of the WAIS, and the Rorschach measures of organicity and cognitive adequacy.

Factor IX appeared later on the rotation and the tests loading on this factor account for less of the variance. Also, the small number of subjects and the large number of test scores included in the matrix would undoubtedly yield some correlations that are spuriously high. However, an earlier factor analysis involving the participants of the first training session yielded positive correlations between a number of these same test variables and the criteria measure of success (Thune, Tine, & Booth, 1963).

From the cluster of measures loading on Factor IX in the present study, success was found to be higher with the relatively younger, less organically impaired person who is still able to deal with high level abstract concepts, and who scored high on the measures of Perseverance. A high Perseverance score means that the older person performs all the tasks, answers all the questions, and submits to all the inquiry which calls for a great deal of effort directed toward a specific goal. It is interesting that the ratings indicating high interest in community service and personal involvement, which loaded so high along with Level of Success on Factor II, are not found loading on this factor. It may be that Factor IX describes a dimension that is not uniquely descriptive of the senior participant who becomes a success in the particular field of community service. The qualities of directed motivation, little or no organic impairment, and a high level conceptual ability, might well predict "success" at any age and in many areas.

While leadership ability has often been correlated with flexibility (Crutchfield, 1955), no such direct relationship was obtained in this study in which older people were used as subjects. However, organic impairment, a basis for rigidity, was found to be negatively related to success on Factor IX.

Successful performance as an older leader was not directly related to a number of intelligence measures. There was, however, a correlation between success and cognitive adequacy, one of the measures obtained by scoring the Rorschach protocol for number and variety of well integrated, reality-oriented responses. A high score on the Similarities subtest of the WAIS also correlated directly with successful performance as a leader. In order to score high on this, it is necessary to make high level abstractions. Both the cognitive adequacy measure and the Similarities subtest are measures of an aspect of intelligence that is sensitive to organic impairment or loss. The successful older leader would seem to be the older person who has not lost the ability to conceptualize, to deal adequately with the ambiguity of an ink blot.

While all seven of the factors that have been discussed describe the personality structure of the group of older men and women who participated in the study, Factors II and IX delineate more clearly the personality characteristics of the successful senior leader. Each of these two factors describes a different dimension underlying successful leadership ability, each necessary, but not sufficient.

Factor II is composed of a group of measures of a kind of behavior over which the person himself has control: leadership role, personal involvement, and internal locus of control. There is personal choice involved in both the selection of a vocation and in the degree to which one becomes involved with other people. Locus of Control is an expression of the consciousness of choice and affirmation of responsibility for one's behavior.

Factor IX describes a dimension of organic involvement over which the older person has little control. Aging is a process of organic change, with concomitant behavioral changes. Both the rate of organic deterioration and the person's behavioral response to these changes vary with the individual. Many older persons compensate effectively for change for a great many years. To be a successful community service worker at age 65 or 70 requires more than simple maintaining of one's self, however. Factor IX describes the kind of high level functioning required for success in beginning a new career: Abstract reasoning, easy and flexible response patterns, and strong motivation to continue to accomplish new things. The younger person, with little organic impairment, usually possesses the capacity to behave in this manner. The older person who also still maintains this ability is more likely one whose heredity and constitution are such that he ages slowly. It is this fortunate older person who has not only physiological capacity, but both the ego strength to attempt something new and the past experience upon which to draw who succeeds in a new career in community service.

PART IV

CONCLUSION

CHAPTER 8

CONCLUSIONS AND IMPLICATIONS OF THE DEMONSTRATION PROJECT

Our demonstration project began with an acceptance of two tentative hypotheses:

1. Retired men and women can serve as potential staff for our expanding community services;
2. These men and women can undertake and benefit from participation in a formal training program designed to assist them for responsible leadership in community service.

The Training Institute in Community Services was designed to demonstrate that these assumptions were valid. The program format consisted of five training sessions, each session lasting twelve weeks and involving 12 to 20 participants. During the three years we trained a total of 68 older men and women for a variety of community services. The results that we have obtained are the evidence attesting to the validity of our assumptions.

We recognize that the data we have is based on the participants we selected by our criteria and trained by our particular methods of instruction. This places some limitations upon the generality of our findings--they are tied pretty severely to our unique program. However, we hope that we overcame this limitation to some extent by conducting each training session with different groups of participants and even somewhat different training methods.

Although we maintained our original format of three months of training which included a period of orientation, several formal courses of study, and a field practice, during the first three sessions, we varied the length of time spent on each aspect of the program. We began with a two-day rigorous orientation, changed to a more leisurely but costly two weeks of "settling in" and then back to a more satisfactory resolution of the problem. We found that the best format was a two-week period of orientation and class work, a third week of classes combined with beginning field practice, and the remaining time given to supervised field practice with one day of classes per week.

Over the three-year period, experience and research taught us that new learning is difficult for older people but that old skills may readily be brought up to a high level of efficiency. We taught our course work with these principles in mind. A concept was presented simply in class, was "experienced" in field practice and then re-discussed in class.

We combined the old principle of repetition, of relating the old to the new--with the somewhat newer concept of immediate feedback. Certainly, we found that this combination brought results. Many of our trainees did learn a "new" skill and have maintained this higher level of performance over a period of time.

When we began our program, we offered course work and field practice designed to help the trainee begin and maintain a service for older people. As we proceeded, we found that many of our trainees were not interested in confining themselves to this area of community services. A number of the participants wanted to work with younger people, with pre-school children, or even with mentally and physically handicapped people of any age. We both broadened and modified our program to prepare our trainees for the additional areas of interest, the different population served, and the different kinds of leadership skills needed. We found that older people are able to work successfully with many kinds of people in many kinds of services. But we also found that the older leader needs continued support and structure in any field placement and in any community service.

Of course, there were difficulties involved in training for a wider variety of community services. Not only did we need to add new staff members, but the "old" staff members needed to expand their own horizons. One more insight: the staff began to see possibilities for service in many heretofore neglected areas. We became more creative, largely at first because of necessity, later because we enjoyed it.

In choosing who should attend the training course, we originally set up selection criteria that had face validity: healthy, educated, older people whose past experience included community service.

We essentially maintained these criteria during all five sessions. We did introduce some variation into each of these criteria, however. The criterion of age was varied during sessions three, four, and five. A minimum of intellectual competence and education were always kept as screening variables, but older persons having wide variation in I.Q. and formal education were admitted during all sessions. Emotional competence was tested especially during session two. Degree to which the older person participated in community service was varied during all five sessions, and ranged from almost no previous participation to extensive volunteer and professional work.

One of the goals of the project was to test the validity of our solution criteria, and, also, to determine if psychological variables were an important factor in successful performance. Built into the project was an extensive testing program in which selection criteria and additional biographical and psychological test data were correlated with success on the job six months or more after graduation. From a factor analysis of all test scores, criteria, biographical data and Level of Success ratings, we obtained some evidence that selection is an important part of a program such as ours.

Our selection criteria were useful--not in the form in which we first set them up but in a modification of the original form. Past history of community service, per se, did not prove to be a discriminating variable, and neither did formal education. But, past history of leadership role, i.e., responsible position, and past history of personal involvement during vocational and recreational pursuits did prove to be highly related to success. Age, per se, was not a predictor of success. However, many of the changes concomitant with age, i.e., rigidity, perseveration, did relate to less successful functioning. We might also find that health, as measured by indices we failed to recognize as relevant, would relate highly to success. More obvious indices such as doctor's recommendation did not discriminate the successful from the unsuccessful.

Psychological variables also are highly related to successful performance. We found that emotional competency was important in predicting success, but, even more predictive was the quality of inner strength as measured on the Locus of Control scale. Motivation, defined as willingness to continue an often tedious and time consuming task, also related highly to success as an older leader.

From an analysis of the results of all our testing and research, we have seen emerge a prototype of the successful older community service leader. In order to achieve success in this difficult field, an individual must possess some large measure of each of the characteristics, although we are not prepared to say to what degree or how much of the characteristic he needs, or which characteristic, if any, is most important.

The senior citizen who is able to organize and maintain a relatively independent community service may be described as follows:

1. He must like people and enjoy being with them.

2. He must have worked in an area where he deals with people in some leadership role.
3. He must want to continue to maintain somewhat the same role.
4. He must feel he is strong and able.
5. He must feel he can make decisions for himself, and direct his own course of action.
6. He must be able to abstract relationships out of specifics. This might be related to how well he can keep in mind the larger pictures and not become diverted by non-essentials.

We might have come up with this picture of a successful leader without having given a single test or used a single statistic. The interesting fact is our tests, measures, and ratings have illuminated and confirmed our own subjective evaluation. What we have that is so valuable for us,--or for others interested in a project such as ours--is a group of tests and measures that have been validated by our own best judgment, and by the best and final criterion--success. We are not only able to *describe* the successful worker, we are becoming more and more able to select him.

Can older men and women, who themselves have learned to live well and happily, use their experience and wisdom in the field of community service? We say, "Yes," and then we add: *Some carefully selected*, *trained* and *supervised* senior citizens can successfully organize and maintain a new community service. More can carry on a community service within a structured program or agency. Others can contribute part-time service as a professional aide in an ongoing program. Can all contribute to the field of community service? Perhaps not, for there is much evidence that not many older people in the population want to do any sort of volunteer work. However, we have worked with only a small, selected sample of the older population and have trained for only a few of the many possible areas of community service. We still do not know all the answers.

If we have demonstrated the validity of training older men and women as professional aides, what then? We hope that this demonstration will be the first step in an ongoing state-supported course of training for our older population. Plans are underway for just such a program. We are co-operating with our State University Extension School and with our State Commission of Aging to underwrite a three-month Training Institute for the fall of 1966. Our long-range goals are to see this a permanent part and growing part of the University curriculum.

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APPENDICES

APPENDIX A

CASE STUDIES

The following ten case studies were included to help convey a feeling for the kind of older people who participated in the Training Institute. We chose two people to write about for each of the five sessions. The two people chosen for 1-a and 1-b embody many of the unique characteristics of the first group of trainees. The two women chosen for Case Studies 2-a and 2-b possess many unique qualities that best describe group 2. Case Studies 3-a and 3-b are the characteristic of the third group; 4-a and 4-b describe group 4; and 5-a and 5-b help explain the composition of group 5.

Case Studies 1-a and 1-b, Mr. A. and Mrs. B, are brief studies of two members of group 1

Both Mr. A and Mrs. B appeared to have equal qualifications for success as they entered the first session of the Institute. Both were well educated, with Mr. A having earned a Master's Degree in Education and Mrs. B having a B.S. in Music Education. Both had been in the academic profession, Mr. A as a teacher and administrator, and Mrs. B as a teacher. In addition to their academic work, both had spent a great deal of time engaging in a wide variety of activities that dealt with community service. They were equally bright, each receiving IQ's in the very superior range (130 and above) on the Wechsler Adult Intelligence Scale. Both had high internal Locus of Control scores, though Mrs. B's score was extremely high. They were nearly the same age; Mr. A was 71 and Mrs. B was 69 years old.

These two trainees, though both appeared to have more than adequate qualifications as leaders, behaved very differently during the three months training period. Mr. A showed a good deal of passivity and inertia and achieved very little in connection with the Institute. Mrs. B worked untiringly to fulfill the Training Institute's goals, and after graduation, went on to be a leader in community service, constantly being the motivating force for much needed programs for senior adults.

Mr. A was quite comfortable in verbalizing the role of the contributing senior citizen for himself, but experienced great difficulty in translating his verbalizations into action. His lack of self-confidence was, to some degree, masked by a self-centeredness and overly critical attitude toward others. It would seem that he covertly blamed his failure on others, by implying through aloofness and silence, his disapproval of others, and, therefore, justifying his lack of co-operation with them. He remained on the perphiery of the group in the Training Institute and never became an integral part of it.

Mrs. B was able to verbalize and to live the role of the contributing senior citizen, not so much to fulfill her own needs, but according to what needed to be done for others. She had early experienced wide success with putting plans into action and worked diligently at each task set before her. As she began the Institute, she ran into opposition from others when she tried to insist on her way of doing things. But she herself stated that she learned at the age of 69 that there is more than one right way to accomplish a task, and often one must go along with others' ways of doing things. Mrs. B had a great zest for life and did not let any situation defeat her purpose, even her failing health. Though now deceased, Mrs. B is still widely remembered and greatly appreciated by the members of her community who benefited from her untiring and unselfish endeavors.

Case Studies 2-a and 2-b, Mrs. C and Mrs. D, are brief studies of two members of group 2

Mrs. C and Mrs. D were two trainees who seemingly would achieve in the Institute in a similar manner, as they were sisters whose objective qualifications were very much alike. Both finished high school and both had taken business courses. Mrs. D had taken three psychology courses in addition to this. Mrs. D had worked in her husband's business for a number of years and kept this up after his death until she had sent her children through college. Mrs. C did office work with typing being a skill that she developed quite well. Both had IQ's in the high average range with only a six point difference between the two. Both had been active in church work and had made sizable contributions to organizations within the church.

Though these two trainees seemingly would perform at approximately the same level, they did not. Mrs. D was quite successful in the Training Institute, while Mrs. C made little progress at all. On entering the Institute, both expressed a desire to be active in community service. A major difference was the greater sense of direction and apparently great experience in surmounting obstacles that Mrs. D had. Mrs. C expressed ambiguity concerning what she wanted to do in the Training Institute and did very little in connection with achieving any specific goals in the area of community service.

Mrs. C is a very small woman with a girlish figure. She is very child-like in her mannerisms and, apparently, also in her thinking. She is quite narcissistic, and looks with great pleasure on the days of her youth. She is quite superifcial in her interpersonal relationships and she feels extremely threatened by the old and the infirm. Her approach to aging is one of ignoring it rather than adjustment to it. When she speaks of her childhood, it is with great wishfulness and excitement. Her manner with her peers, particularly men, is coquetish, and she dresses elaborately in a manner suitable for a very young person.

Mrs. D came into the Institute with a project in mind. She had developed an interest in patients in mental institutions in one of her psychology courses and she wanted to work in the capacity of helping these people. She had experienced hardships in connection with financial difficulty in her family as she had taken great responsibility for putting her children through college. She had spent a great deal of time caring for her invalid husband and infirm mother and had shown a desire to care for others since childhood when she nursed her younger siblings and gave to children less fortunate than herself.

Perhaps, the fact that Mrs. D had faced difficulties and had been successful in surmounting them and had helped others since childhood, taught her to derive satisfaction from being of service to others. She felt that patients in mental institutions could benefit from care and attention, and she worked with this objective in mind. Added to her high level of motivation, she had a good deal of self-confidence and a high level of aspiration. These qualities, along with an acceptance of aging, probably account for Mrs. D's relative success in the Institute. It, perhaps, is a lack of these characteristics that prevented Mrs. C from succeeding as an older leader in community service.

Case Studies 3-a and 3-b, Mrs. E and Mrs. F are brief studies of two members of group 3

These two trainees, Mrs. E and Mrs. F were both younger women of 53 and 49. Their husbands were still working full time and both had children who were grown and leaving the home. Their educational backgrounds were not too different as Mrs. E had a B.A. degree and Mrs. F had finished high school and had been to business college for a year. Neither had worked for quite a number of years, Mrs. E since 1935, and Mrs. F since 1945. Both had done office work when they worked, Mrs. E primarily as a secretary and Mrs. F as a bookkeeper.

Both had high IQ's falling within the very superior range.

Both these trainees were experiencing the same type of situation in the home as their children were leaving and they no longer were as busy as they had been in the past. They needed something to fill their time and absorb their energies. They saw the Training Institute as a means of finding a new and fulfilling career.

Mrs. E was a person who had largely devoted her life to her children. As a child, she had felt neglected and had consequently made an all-out effort to give her children all that she felt she did not have. She had instilled a high sense of achievement in her children and had encouraged them to excell academically and civically. Mrs. E belonged to a number of organizations that supplemented this ideal; P. T. A., Girl Scout Council, Nashville Symphony Guild. As her children matured and achieved the goals she set for them, she felt that they no longer needed her and sought to find another situation in which she could function in her old role of a much needed invididual. Her husband was a very strong and out-going person and had little need of her strong guidance.

The Institute appeared to be an answer for her. She chose, as a project, the devlopment of a craft program to be taken into the homes of older people. However, Mrs. E could not really carry through on this project, for we asked that she meet the older and infirm person in order to better plan a therapy program for him. Mrs. E realized that she could not tolerate even being near handicapped older people. We have wondered if this reaction was a commentary on how Mrs. E felt about herself as a person. Perhaps, her own adjustment was maintained at such a cost, she could not tolerate the extra burden of empathizing with needy others. She needed to draw strength from others, rather than to give it.

Trainee F had led a very happy childhood and spoke with pleasure of her early life with her family. She was the mother of one child and had been busy with her family and a little civic work for about eighteen years. With her child leaving home and the lessened duties this entailed, Mrs. F decided to enter the Training Institute in an effort to find a place where she could be of personal service. She seemed to have a strong desire to achieve as an individual and undertook the studies involved in the Training Institute with great seriousness. She often expressed a desire for more and better training because she found the work she was doing so interesting and wanted to be prepared to meet its challenges. She worked out and supervised a friendly visiting program that involved people who were old and infirm, as well as teenagers. The project was successful and Mrs. F derived a great deal of satisfaction from it.

Both Mrs. E and Mrs. F were looking for new, useful roles. Mrs. F was successful as her needs were not too great for her to help others, but Mrs. E was unsuccessful as her own needs and perceptions interferred with her ability to work with others who appeared less strong than she.

Case Studies 4-a and 4-b, Mr. G and Mrs. H, are brief studies of two members of group 4

Both Mr. G and Mrs. H are successful graduates of the Training Institute. Aside from both being successful, they are very different people.

Mr. G was a high school graduate and had worked hard in a number of jobs--all concerned with people, many involving direct service. He had progressed from houseman, porter, route salesman, to insurance agent and, eventually, a branch manager. His was the stereotyped "success story" of the poor, but honest, and hard working man. No matter what his job had been, he had done it well and cheerfully, and, always, he cared about people. Upon retiring, he took up as his occupation, giving of himself and his service to those in need. He volunteered for many different services, all involving needy people, young and old, and he entered the Training Institute as a means of being of more service to more people.

Mr. H had more formal education than Mr. G as she had two years of college with a major in business education. For many years, Mrs. H worked in an office as a bookkeeper and as a credit manager but rarely dealing directly with many people. While she married and had one child, Mrs. H had never been a demonstrative or outgoing person. Upon retiring, Mrs. H did a little community service work and then moved to Nashville to be near her son and his family. She heard about the Training Institute and entered the fourth session with a plan in mind. We had told her of the new area of service we were beginning, working with culturally deprived children.

Mrs. H found a great deal of satisfaction in her work with those needy young children. She felt loved and needed, and, in return, gave a great deal to the children. Since her graduation, she has worked in two additional projects involving young children: first, in our first grade project, described in Chapter 6, and second, as a Program Aide No. 1 in the first Headstart program. In each, Mrs. H has been successful and has derived satisfaction. Her only limitations now as to her choice of a career are those imposed by her own health and her income, both of which are adequate.

Mr. G and Mrs. H are successful older leaders, one a leader of older people, one a leader of young. More accurately, both are successful servants to those who need them most. Mr. G is a Negro man who learned early that to give is to receive. Mrs. H is a white woman who learned this lesson later in life. But each knows it, and each is richly blessed.

Case Studies 5-a and 5-b, Mrs. I and Mrs. J, are brief studies of two members of group 5

These two trainees were both very much alike in their basic personality makeups and in how they performed in relation to these personalities.

Mrs. I was in her middle fifties, was white, short, obese, and neat. A cheerful person, she had had one and a half years of college and had taught school. She also had worked in a department store and with an insurance company before marriage. She had five children and was widowed. She lived in an apartment alone.

Mrs. J was in her early seventies, was Negro, short, obese, and neat. A slightly anxious person in new situations; she had three years of high school, had worked as a cook, a laundress, and in a factory. She had also traveled as a singer with an evangelist in her younger days, when she states she was "converted." She was a widow with seven children and had a very extensive record of community service.

Both these women were extremely dominant figures and quite motherly in their attitudes toward other people. Both enjoyed helping others to the point of actually taking over, rather than letting others do for themselves. It appeared they had a need to make others dependent upon them and usually succeeded in doing so. However, their warmth, nurturant natures and interpersonal competence made it easy for others to go along.

Both these trainees were successful in the Institute. However, it is suspected that part of their success they owe to the fact that the people they worked with were handicapped and child-like rather than their peers. It is further thought that the fact that a structured situation was already formed for them to fit into rather than have to create a situation for themselves, helped make their success possible. Both these women were "mothers" to the people they worked with and did a great deal in the say of giving service to these handicapped people.

APPENDIX B

LEVEL OF SUCCESS SCALE

Level I--This rating is given to the older adult who has the ability to organize and carry on a new community service without intensive direction and supervision from either the Institute Staff or other professionals. The new service should involve the support and cooperation of community leaders. Growth may be observed in either or in both the expanding programs and in the active participation of group members.

Level II--The older adult who is rated as successful at Level II has the ability to find or develop a community service role in a structured community service situation with little professional assistance. Growth may be observed in the increased participation of group members and in program expansion. Opportunity for increase in membership depends upon population involved and service offered.

Level III--A Level III person is one who maintains an interest in community service work and has the ability to find opportunities to assist the professional worker on a regular basis.

Level IV--The Level IV older adult is unable to find a place for himself on his own initiative but is able to assist professionals on special occasions. The Level IV older adult prefers not to work with a population that is handicapped physically or culturally.

Level V--The Level V older adult is one who shows little or no evidence of having participated in the Institute and whose pattern of living involves very little commitment toward active participation in any community service.

APPENDIX C

EVALUATION QUESTIONNAIRES

Community Service Description

A. Please answer the following questions about the field placement in which you worked while participating in the Institute. Remember, you are describing your field practice as it was at the time of your graduation from the Institute. If there is no provided answer to any of the questions below that correctly describes your situation, write in the best answer.

1. Were the people with whom you worked handicapped in any way, e.g., hospitalized or feeble? ______________________________

2. How many people were directly involved in your project? ________
____

3. How many times a week did your group meet? ________________

4. List the different activities in your program - e.g., china painting, bingo:
   (a) ____
   (b) ____
   (c) ____

5. How dependent were your group members upon others for transportation to and from meetings? Check the most descriptive phase, or write in under (f) other:
   ________ (a) Completely dependent
   ________ (b) Some few able to get to meetings alone

__________ (c) About half needed help

__________ (d) A few needed transportation

__________ (e) All were able to come to meetings with no help

__________ (f) Other

6. What was the average income level of the people you worked with? Check the approximate income per person per year.

__________ (a) Less than $1000.00 per year

__________ (b) $1000.00 - $2000.00 per year

__________ (c) Over $2000.00 per year

7. What was the general educational level of the people you worked with? Check the most descriptive term, or write in under (e) Other -

__________ (a) Deprived

__________ (b) Little education

__________ (c) High School graduate

__________ (d) College level

__________ (e) Other

8. How adequate were the available meeting place facilities?

__________ (a) Good

__________ (b) Fair

__________ (c) Poor

9. How much pre-planning had the community done for this service? Check the most descriptive phrase, or write in short description of your situation under (c) Other -

_________ (a) Organized sponsoring group

_________ (b) Some interest but little organizing

_________ (c) Other

_________ (d) None

10. How much experience had the people with whom you worked had in participating in groups?

_________ (a) All had been active members of a number of groups

_________ (b) Almost all had been active in groups

_________ (c) A few had been active, while most had been group members

_________ (d) Some few had been group members

_________ (e) Almost none had been group members

_________ (f) Other

B. Please answer the following questions about your community service as it is at present. If you are not carrying on a project at the present time, answer the following question about your project as it was at the time it was most successful.

1. (a) Is your project still going on? ______________________

If not, answer questions 1 (b) and 1 (c) -

(b) How long had your project been under way at the time you are describing as its most successful period? ____________

(c) How long did your project continue? ______________

2. How many times does your group meet each week

3. Who has the main responsibility for maintaining the service?

____

4. How much cooperation do you receive from your community or agency?

______ (a) A great deal of organized, consistent support

______ (b) Help, but not consistently

______ (c) Financial help, but no personal cooperation

______ (d) Little support

5. Do you offer more or different activities for your group than when you began? List these activities:

(a) ______________________________

(b) ______________________________

(c) ______________________________

6. Has the membership of your group increased? ______________

If so, how much? ______________________

7. Have you provided adequate transportation to and from meetings for group members?

_______ (a) Good

_______ (b) Fair

_______ (c) Poor

8. Do your group members, or the people whom you serve, take a leadership role in the group? Check those items that describe your group.

_______ (a) Active officers

_______ (b) Functioning committees

_______ (c) Number of different people taking a leadership role

_______ (d) The same few always leading

_______ (e) No one volunteers to be leader

_______ (f) Few cliques control all leadership roles

__________ (g) You have to do most of the planning

__________ (h) You preside at meetings

__________ (i) You appoint leaders

__________ (j) Other

9. Do you have satisfactory meeting facilities?

__________ (a) Good

__________ (b) Fair

__________ (c) Poor

10. Is there a good cohesive group feeling, or is your group loosely structured, with troublesome factions? Describe: ______________

____

____

JT:kld
6-1-65

Inventory for Training Institute Graduates

Name ____

Address ____

Please answer each of the following questions to the best of your ability. Use only the space provided for your answers. This information will be kept confidential, and will be a great deal of help in our evaluation of the success of the Training Institute.

1. When did you attend the Institute? ____________________
2. In what area of community service was your field practice, e.g., organize a center, work in a hospital, help children? ____________
   ____
   ____
3. What is your work status now (check one):
   - ________ (a) Continuing in the same field placement after graduation
   - ________ (b) Working in a job similar to that done in field practice
   - ________ (c) Working in an entirely different kind of job
   - ________ (d) Not working
4. If you are working at present, are you paid or a volunteer? __________
5. Are you satisfied with your present work status, or would you prefer to change? ____________________________________

6. Did your work at the Institute help you in any specific way - (Check only those areas in which you feel you gained because of your participation in the Institute):

_________ (a) Finding a community service in which you enjoy working

_________ (b) Getting a new service started

_________ (c) How to do certain handcrafts

_________ (d) Program planning

_________ (e) Working with groups

_________ (f) Understanding others

_________ (g) Understanding self

_________ (h) More tolerance for the handicapped

_________ (i) None

_________ (j) Other

7. Which of these specific gains you checked in question 6, have influenced you most? Please list three gains in order of their importance to you.

(a) ____

(b) ____

(c) ____

8. To the best of your knowledge, if you had not attended the Institute, do you think you might have acquired this knowledge from other sources?

(a) Yes_____________

(b) No _____________

(c) Maybe___________

9. Please list the courses you took during the Institute and the length of time each was taught:

	Course name	Length of time
(1)	__________________________	______________________________
(2)	__________________________	______________________________
(3)	__________________________	______________________________
(4)	__________________________	______________________________

10. Place a check mark (✓) in front of any of the following changes you believe would improve the effectiveness of the course work given during the Institute:

__________ (a) Teach the same courses for a longer period of time

__________ (b) Add more courses

__________ (c) Teach fewer courses

__________ (d) Teach the same courses for a shorter period of time

__________ (e) Have more class discussion during courses

__________ (f) Have more lecturers

__________ (g) Have teacher lecture only

__________ (h) Use more visual aids such as movies

__________ (i) More field trips

__________ (j) Fewer field trips

_________ (k) Teach the course at a simpler level

_________ (l) Teach the course more like a college class

_________ (m) Assign more outside reading and homework

_________ (n) Give out more "lists" and "things to remember"

_________ (o) More tests to check on student progress

_________ (p) More feedback from teacher on how well each student is progressing

_________ (q) None

_________ (r) Other

11. Look over the items you checked as possible changes in question 10. There is space between each of the items. Please write in the available spaces any specific suggestions as to how the changes should be made for those items you checked.

12. Please list the field placement you had and the length of time you spent in field practice:

Field Practice ______________________________________

Time spent ____

13. Place a check mark (✓) in front of those changes you believe would improve the effectiveness of field practice:

_________ (a) Spend more days per week in field work

_________ (b) Spend more hours per day on field work

________ (c) More supervision by Institute Staff

________ (d) More supervision by staff of agency in which the field work is done

________ (e) More specific information from Institute Staff on how to do the field work

________ (f) Spend less time on field work

________ (g) Less supervision by Institute or agency staff

________ (h) Periodic evaluation from supervisors as to how well you were performing

________ (i) More responsibility in field work

________ (j) Less responsibility in field work

________ (k) Longer period of time for field work

________ (l) None

________ (m) Other

14. Look over the items you checked as needing changing in question 13. Use the space directly under the item to write in the suggested change for those items you checked.

15. What personal qualities do you think are most needed for a person to enroll in the Institute?

(a) ________________________________

(b) ________________________________

(c) ________________________________

16. Will you rate yourself high, average, or low on these qualities?

____

17. What special abilities enable a person to profit most from his training at the Institute?

(a) ____________________________________

(b) ____________________________________

(c) ____________________________________

18. Will you rate yourself High, average, or low on these abilities?

____

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6-1-65

APPENDIX D

EVALUATION SCALES

Evaluation Scale

Name of Training Institute graduate ______________________________

Address ______________________________

Dates of attendance of Training Institute ______________________________

Presently working ______________ Paid or volunteer ______________

Rated by ______________ Date ______________

Each of the following items describes a dimension involved in the determination of how difficult a particular community service is and how well the graduate is performing this service. Place a check mark (✓) at the place upon each of the scales that you believe most accurately describes the particular service and performance you are rating:

A. Difficulty of service:

1. Vigorous ______________________________ Hospitalized

Handicap of people served
(ranging from vigorous to culturally deprived,
physically feeble, or hospitalized)

2. 150 ______ 100 ______ 50 ______ 25 ______ 1

Number of people served

3. 5 ______ 4 ______ 3 ______ 2 ______ 1

Number of times services are offered each week

4. Number of activities ______________________________ One Activity or program-

Number of activities in program
(ranging from one lecture in a series to a half-day meeting)

Independence Dependence

5\.

Transportation

(ranging from transporting group members to and from meeting to group-independence in getting to and from meetings)

Relatively high Low

6\.

Income level of people served

Relatively high Deprived

7\.

Cultural level of groups served

Excellent Poor

8\.

Meeting facilities for service

Excellent Poor

9\.

Preplanning of community or agency

(ranging from organizing a service in a community that asked for such a program to beginning a program where it was not previously planned)

Much Little

10\.

Experience of people served

(ranging from people who have little experience in group activities to those who have participated in many groups)

B. How well is the graduate performing?

1. Major — Little

Responsibility for organizing service

2. Major — Little

Responsibility for maintaining service

3. Excellent — Poor

Community or agency cooperation

4. Large — None

Program Expansion

(ranging from an expanded number of activities to maintaining the same number of activities that were available at the beginning)

5. Wide variety — Same as originally begun

Program Variety

6. Great — None

Membership increase

(in some instances there is no possibility for increase, e.g., surrogate grandparents)

Adequate provision — Constant problem

7.

Transportation

(ranging from making satisfactory arrangements for all interested members to attend meetings to inability to solve the problem)

Good — Poor

8.

Membership involvement

(ranging from involving members in leadership roles and program planning to continuing to do all planning and leading personally)

Good — Poor

9.

Meeting facilities

(ranging from finding adequate facilities to using any available space, no matter how poorly suited)

High — Low

10.

Group morale

2½ yrs. — 2 yrs. — 1½ yrs. — 1 yr. — 0

11.

Length of time service has been carried on

(ranging from never having gotten beyond field practice to continually maintaining service since graduation)

100% — 75% — 50% — 25% — 0

12.

Length of time service has been carried on, figured on percentage of time available since graduation

C. Personal Evaluation

1. High |______________________________| Low

Motivation toward service

2. Good |______________________________| Poor

Background for community service

(Preparation)

3. High |______________________________| Low

Organizational ability

(Does this person appear to have the ability to solve transportation problems, plan programs and set up working committees?)

4. High |______________________________| Low

Personal involvement with others

5. Independent |______________________________| Dependent

Dependence vs. independence

6. High |______________________________| Low

Energy Level

(Does this person appear to be "old" or "young" in his general responses?)

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6-1-65